

# Childminder report

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Inspection date: 13 August 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and enjoy their time with this caring childminder and her fun assistant. For example, younger children proudly show off their physical skills and independence by climbing steps up to the slide. Children are confident communicators. For instance, they chat during a nappy change and sing nursery rhymes. Children learn new words, such as 'square', as they happily make pictures with magnetic shapes.

Children enjoy story times and singing. For example, children enthusiastically learn vehicle names as they 'chug' like a tractor. They carry on chugging to themselves afterwards and hold hands with the childminder, smiling broadly. Younger children develop excellent physical skills as they learn how to unfold dolls' prams and push dolls along. Children develop good hygiene and safety routines and manage their own personal care. For instance, before eating, children know how to rub their hands together for the antibacterial gel to work.

All children make good progress in their learning, including those who speak English as an additional language. Children feel confident and secure. For example, the childminder and her assistant learn key words in children's home language to promote the children's communication skills.

### **What does the early years setting do well and what does it need to do better?**

- A welcoming and friendly atmosphere greets all children and their families. The partnership with parents is good. During the COVID-19 (coronavirus) pandemic, the childminder maintained effective ongoing telephone and online contact with the children and their families. The childminder recorded videos and suggested activity ideas. Consequently, children's return to the setting has been successful.
- The childminder supports children's developing communication skills effectively, encouraging them to talk and respond to her as they play and learn. She talks with them about things they have done in the past, such as going to see the cranes at a building site, visiting soft play centres and the activities they are doing now. She asks questions designed to encourage children to take part in two-way conversations. Children confidently speak to visitors, telling them about special events in their home lives.
- Parents comment positively on the childminder's provision and how much they value the way in which she cares for and teaches their children. The childminder seeks feedback from parents to help her identify ways in which she can improve her practice. For instance, she has adapted the way she displays the children's work, so parents can always see them in the window from outside. This helps the parents to feel more involved.
- Children have a wide range of resources to choose from to support their

learning, both indoors and outdoors. They have access to a dedicated playroom and a large garden with a swimming pool, slide and ride- on toys that they can explore.

- The nurturing childminder gives high priority to children's well-being and children form strong emotional attachments with her. She is very effective in role modelling respectful relationships. She gives children lots of opportunities to make their own choices and values their opinions.
- Children learn about some cultures and festivals, such as Chinese New Year, through stories and food tasting. The childminder now needs to increase how she will embrace and celebrate children's cultural backgrounds and heritages that are relevant to the children attending.
- Children benefit from a particularly well-organised outside learning environment. The childminder offers a good range of stimulating activities across the curriculum to excite and develop children's learning. She uses good observations and assessments to plan effective next steps for children's learning.
- The childminder and assistant are committed professionals who are passionate about supporting children to have the best possible start. They attend some training to enhance their existing good knowledge and are continually looking at ways to improve. However, the monitoring and supervision of the childminder's assistant is not yet robust enough to offer targeted support, to raise his good practice to a higher level.
- Children receive good support as they get ready to move on to the next stages in their lives and school. The childminder shares detailed reports with parents, plans to meet teachers and support children in their school visits by attending their schools during settling-in sessions. This helps children feel secure and ready for their next stage of their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are able to recognise potential safeguarding concerns. They understand the importance of taking prompt action to help protect children from harm. The childminder effectively liaises with outside agencies, helping to support children and their families when the need arises. They complete regular training to strengthen their knowledge of safeguarding issues and learn to recognise the signs and symptoms of abuse, including much wider issues, such as radicalisation and domestic violence. They complete daily checks to ensure the premises and outdoor area are safe and secure.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- explore more ways to celebrate children's diverse cultural backgrounds and

heritage, to help them value and respect their own and each other's differences.

- identify professional development opportunities to help assistants raise the quality of their teaching to a higher level.

## Setting details

<b>Unique reference number</b>	EY554372
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10174785
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 2
<b>Total number of places</b>	10
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and works with an assistant. She lives in West Molesey, Surrey. The childminder operates from 7.30am to 6pm on Mondays through to Thursdays and 7.30am to 4.30pm on Fridays all year round, except for family and public holidays. The provider has a relevant level 3 childcare qualification.

## Information about this inspection

### Inspector

Bev Boyd

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The childminder gave the inspector a learning walk of the areas used by the children, and they discussed how these are organised.
- The inspector spoke to a number of parents and took account of their views.
- The inspector observed the childminder and her assistant's interactions with children and assessed the impact on children's learning and development.
- The childminder completed a joint observation with the inspector, and they discussed the learning that was taking place and the impact this had on the children.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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Piccadilly Gate  
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Manchester  
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