

# Childminder report

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Inspection date: 7 September 2021

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| <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 develop very good relationships with the childminder. They are happy, safe and secure in the warm and homely environment. They show high levels of self-esteem and excitedly make independent choices in their play.

The childminder provides an inclusive environment where all children and their families are welcome. Children have great fun as they learn and join in with activities. They successfully develop the skills they need for the next stage in their learning. For example, they enjoy the responsibility of carrying out small tasks, such as helping to tidy toys away. Children engage effectively in conversations with the childminder, who listens with interest and values what they have to say. Subsequently, children develop good-speaking skills. They talk confidently about their previous experiences, such as when they visited a fire station. Children enthusiastically tell the childminder that they saw 'fireman Sam'.

Children's behaviour is good. They play well together and understand the need to share and to take turns. The childminder gives them meaningful praise for their good behaviour and individual efforts, and supports them to develop a positive sense of themselves. Children develop strong social skills and interact with kindness and respect. They benefit from accessing activities within their local community, which further promotes their social skills.

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

- The childminder is aware of the potential impact that the COVID-19 (coronavirus) pandemic has had on children's learning and development. She has identified that after the national restrictions, some children need support to develop their social and communication skills. The childminder has worked closely with parents to support children to catch up in these areas. She recognised that children benefit from social interaction and plans experiences to support this, for instance, attending music groups, going for walks and visiting the local library.
- Overall, the childminder demonstrates a good understanding of how children learn and develop. She provides a range of opportunities to enhance children's communication and language skills, such as through books, stories, songs and rhymes. However, on occasion, the childminder does not adapt her teaching in response to children's spontaneous interests. As a result, their concentration is not always sustained.
- Partnerships with parents are good. The childminder collects detailed information from parents about their children when they join the setting. She uses this to plan for children's learning from the start. The childminder uses effective communication methods to share information with parents, for

example, through newsletters and face-to-face discussions. Parents report that they appreciate the care and the time taken by the childminder to provide feedback about their children's learning.

- The childminder provides children with opportunities to develop mathematical skills. For example, she encourages children to count how many blocks they need when building a tower. Children confidently count as they point to each individual brick.
- The childminder has a good understanding of children's individual capabilities. She observes and assesses children to identify what they need to learn next. She joins in with their play to extend on what they already know. For example, when children talk about a puddle, she extends their vocabulary further and comments that they splash in puddles. Children repeat 'splash, splash'.
- The childminder shows a commitment to her ongoing professional development. She continues to keep her knowledge up to date through online training and attends network meetings alongside other professionals.
- Overall, the childminder promotes children's health and well-being effectively. Children benefit from regular fresh air and exercise. For instance, they play in the childminder's garden and have regular visits to parks. Children follow good hygiene routines and participate in activities to help them to learn how to brush their teeth. These positive experiences help to support children's physical and emotional health. The childminder encourages parents to provide healthy meals and snacks. However, at times, she misses opportunities to teach children about the benefits of healthy eating and how this affects their bodies.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She knows the procedures to follow should she have any concerns about children. The childminder is vigilant of the signs that may indicate a child is at risk of harm. She completes regular training to keep her knowledge up to date. She is aware of wider child protection issues, such as exploitation, extremism and radicalisation. The childminder carries out regular checks of her home and garden to help provide a safe environment for children.

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

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

- adapt teaching techniques even further to help sustain children's interest and enjoyment in group activities
- provide more-consistent opportunities for children to develop their awareness of making healthy food choices and understanding how this contributes towards their health and well-being.

## Setting details

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| <b>Unique reference number</b>                     | 2501073   |
| <b>Local authority</b>                             | Surrey  |
| <b>Inspection number</b>                           | 10191594  |
| <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> | 0 to 2  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 5   |
| <b>Date of previous inspection</b>                 | Not applicable  |

## Information about this early years setting

The childminder registered in 2018 and lives in Sunbury-on-Thames. She operates all year round from 7.30am to 6.30pm, Monday to Friday. The childminder has qualified teacher status.

## Information about this inspection

### Inspector

Ingrid Howell

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector was given a tour of the premises by the childminder and carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector sampled a range of documentation, including paediatric first-aid certificate and public liability insurance.
- The views of the parents were gathered through written feedback.

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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