

# Childminder report

---

Inspection date: 13 September 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

The childminder provides a relaxed and welcoming home environment, and children are happy and secure. They know where to find resources and are confident to help themselves or ask for support if they need it. For example, younger children can easily access their favourite toys, such as cars and trains, and enjoy racing them across the floor. Older children enthusiastically sing nursery rhymes and use puppets to bring their favourite songs to life. Children enjoy being physically active and show growing confidence in their own abilities. They demonstrated this as they helped to pump up balloons and jumped up and down with glee as they practised new skills, such as catching objects. Children show good skills of coordination and learn how to use garden apparatus safely. They enjoy outings to the park where they can exercise, run and climb.

Children show high levels of independence. They know their routines well and help to tidy up resources when requested. Children learn about personal hygiene and how to contribute to their good health. For example, they regularly wash their hands, enjoy healthy, home-cooked meals and readily engage in discussions about the importance of eating nutritious food.

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

- The childminder regularly assesses children and understands how they develop and learn. She works closely with parents and shares information with them, which helps her to get to know children and their families very well. For example, children build strong relationships with the childminder and settle quickly into her care.
- The childminder supports children's communication and language skills through numerous effective methods. For example, during a messy play activity, she encouraged children to mimic animal sounds. Children discussed the different foods that animals eat and explored various textures. The childminder spoke clearly and introduced new words, such as 'safari' and 'lion's mane'.
- The childminder's calm approach helps children to recognise and manage their emotions. When small disputes occur, children are gently reminded to share and have kind hands. As a result, children return the toys they have taken, and say 'sorry'. The childminder offers useful advice to help parents support children's behaviour in a positive way at home. Parents report positively about the childminder. They appreciate her guidance and support to meet their children's care and learning needs.
- The childminder provides many opportunities for children to develop their literacy skills. For example, children can access a range of resources, such as crayons and brushes, and they enjoy making marks in various ways. Children show a keen interest in books. They select stories of interest and listen intently

as the childminder reads stories. The childminder often asks children questions as she reads and children are very keen to join in. However, sometimes, she does not give all children time to answer questions or share their own ideas.

- The childminder meets regularly with other childminders to share ideas and reflect on her practice. She has a positive attitude towards her continued professional development and attends training to help her raise the quality of her provision. The childminder regularly monitors her assistant. She talks to him about his performance and ensures he knows the learning needs of the children.
- Children's knowledge of mathematical concepts is developing well. The childminder introduces positional language during play and encourages children to identify shapes. Children recognise written numbers and can confidently count to 10. For example, they bring their learning into their independent play as they build towers.
- Rules for keeping safe are clear for children. For example, the childminder teaches them about the reasons why they should always sit down while eating. This supports children to learn about safety and good manners. The childminder gives children meaningful praise and this helps to boost their confidence and self-esteem.
- The childminder supports children's understanding of the wider world. For example, children have many opportunities to explore the local community, and learn about different traditions and the cultural and religious festivals of others. However, they are given fewer opportunities to share their home languages with their friends.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to keep children safe. She conducts regular risk assessments of her home and when children take part in outings. The childminder has a good knowledge of the signs that may indicate a concern about children's welfare, including abuse and extremism. She knows the procedures to follow and the people to contact. The childminder understands how to report any allegations against her or a family member. She keeps her assistant up to date with changes in child protection legislation and ensures he completes mandatory training.

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

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

- give all children the time and opportunity to respond to questions asked, to help support their critical-thinking skills even further
- develop the use of all children's home languages to assist them to learn to value and enjoy languages other than their own.

## Setting details

<b>Unique reference number</b>	2495286
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10191821
<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 7
<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. She lives in Woking, Surrey. The childminder operates Monday to Friday, from 7.30am until 6pm, for most of the year. She holds an appropriate home-based childcare qualification and works with an assistant.

## Information about this inspection

### Inspector

Jane Franks

### 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 took into account the written views of parents.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. The childminder and the inspector reflected together on children's learning during activities.
- The childminder and the inspector held discussions at appropriate times and reviewed some relevant documentation together.
- The childminder and the inspector carried out a learning walk together. The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting, and how she plans activities for children and keeps them safe.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021