

Childminder report

Inspection date: 10 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
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 contented. The childminder uses good settling-in procedures which help children to build strong bonds with her. The childminder continued to keep in touch with families throughout the COVID-19 pandemic to maintain consistency for the children.

Children are kind, patient and caring. The childminder helps children to learn about acceptable behaviour through routines and boundaries. Children can express themselves with ease and can control their own emotions well. The childminder helps children to have daily access to the outdoors to promote their physical and emotional well-being. Children have space to explore and to investigate and to learn about nature. For instance, the children help to care for the chicken by feeding and changing the water. They excitedly look for any eggs that may have been laid and are learning about healthy eating and choices as they pick apples directly from the fruit trees for snack time.

Children are confident and self-assured. They are respected and valued and show increasing social skills in playing and sharing well with others. The childminder provides safe and secure environments through the use of robust risk assessments that she regularly reviews. This helps children to independently play and learn.

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

- Children are making good progress. The childminder regularly observes and tracks the development of the children in her care to quickly identify potential gaps in their learning. The childminder is mindful of giving children the time and space they require to build on their own skills. However, on occasions, she does not further support the learning of younger children in their play.
- The childminder establishes good partnerships with parents. She gathers important information when children first start to help support their own needs and interests. The childminder keeps parents updated on their children's achievements and successes and shares ideas to further compliment their children's development at home.
- Children are developing an early awareness of early mathematical skills and language. For example, they use containers to pour water and recognise when these are full. This helps children to build on their estimation skills. Children count and sort items as they play. They show increasing perseverance and concentration as they match shapes to patterns and mix paints to make different colours.
- The childminder uses the process of self-evaluation effectively to improve the care and the opportunities that she provides. She seeks the views and the comments of parents and children to help her to identify areas for improvement

and change. The childminder plans for her professional development, to continuously improve her teaching skills and to keep her knowledge in date.

- Children are building a love of books, stories and songs. Overall, the childminder helps to build on their vocabulary and communication skills by asking them lots of questions. However, occasionally, the childminder does not provide children with enough time to respond with their own views and suggestions.
- The childminder recognises the importance of helping children to learn about their immediate community and to introduce them to new activities and adventures. For example, the childminder plans trips to expand on children's learning and their changing interests. Children recently enjoyed a day out to the airport to watch aeroplanes land and take off. This helps children to remain inquisitive and excited learners.
- Children are learning to become independent in their own self-care skills. For example, the childminder encourages children to try hard to put on their own boots and zip up their coats for outdoor play. Children help to cut and to prepare snacks, and this helps them to learn about managing small elements of risk.
- The childminder is a good role model who is helping children to learn about the differences and the similarities in themselves. Children create their own stories with the new puppets that the childminder has recently introduced to the setting. Children are learning about the different roles and jobs that people have, such as 'paramedics' and 'nurses', and this helps to widen their understanding of the wider world around them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the importance and responsibility of protecting the children in her care. She is confident in how she would identify potential signs of abuse and how to report any concerns. This helps to protect children's welfare. The childminder uses robust risk assessments for all areas of her provision and when on outings to help keep children safe and secure at all times. She updates her knowledge of changes to safeguarding procedures and wider safeguarding issues by completing regular training, research and updates.

What does the setting need to do to improve?

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

- use opportunities to further support and challenge the learning of much younger children
- provide children with more time to think and to respond to questions asked of them.

Setting details

Unique reference number	EY558279
Local authority	Surrey
Inspection number	10190937
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 5
Total number of places	4
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Salford, Surrey. She operates all year round from 3pm to 6pm on Monday and from 7am to 6pm, Tuesday to Friday. The childminder holds a level 3 qualification in early years.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 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 inspector observed the interaction of the childminder and the children and the impact the teaching has on their learning and development. The inspector observed play indoors and in the garden area.
- The inspector accompanied the children and the childminder around the areas of the home used for the childminding provision.
- The childminder and the inspector discussed professional development and how she evaluates her provision and the current areas identified for improvement. A range of documentation was sampled, including suitability checks and qualification certificates.
- The childminder, the children and the inspector spoke at appropriate times throughout the inspection. The inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2021