

# Childminder report

---

Inspection date: 4 February 2022

<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	Outstanding
--	-------------

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

### The provision is good

Children develop strong bonds with the childminder and her co-childminder, who are patient, calm and kind. Children have respectful, caring and warm relationships with them. The childminder and children have fun together and obviously enjoy each other's company. Children are settled, happy and secure. They share books with the childminder and talk about the pictures together. Children confidently tell the inspector about the story and recall, 'Goldilocks tried baby bear's porridge and it was just right.'

Children have lots of opportunities to explore outside in the childminder's uniquely designed and exciting garden. Children explore and investigate in awe and wonder as they weave through 'secret' areas. They spot different model animals and talk about how owls go 'twit twoo' and giggle with excitement as they tell the inspector about the different areas.

Children behave well. The childminder supports children of all ages to learn clear boundaries, such as putting toys away when they have finished playing. Children have great fun dancing and singing to their favourite songs. They confidently ask the electronic device to play 'baby shark'. Children develop their sense of rhythm as they use a long ribbon to make circles in the air. They are very proud of their achievements, which are highly praised by the childminder.

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

- The childminder supports children's communication and language skills well. She repeats words and phrases and extends what children say in a clear way to reinforce their learning and to support their pronunciation. For example, children learn about letters and the sounds they represent, such as 's' for 'snake' and 'a' for 'apron'.
- Children select books that are familiar to them for the childminder to read. They listen attentively as the childminder asks the children questions about the story. Children enjoy joining in with stories with familiar phrases as the childminder reads. Children develop their conversation skills and understanding.
- The childminder makes good links with local pre-schools, and effective systems are in place to share information about children. The childminder maintains good partnerships with parents through a daily diary, in addition to conversations. The diary gives information about the activities the child participates in and the impact on their learning, as well as routine information about their day. Parents speak highly of the care and education the childminder and her co-childminder provide. Parents feel supported.
- The childminder knows the children in her care well. She uses information about their lives to provide a range of opportunities to promote their well-being. She

works with parents to help to ensure that children eat healthy food and provides wholesome home-made meals.

- On occasion, the childminder does not take every opportunity to extend children's learning during planned activities. For example, she does not introduce counting and simple mathematical language as much as possible during play.
- The childminder reflects on her practice and looks for ways to continually improve. She undertakes mandatory training, such as first aid. However, more recently, she has not extended her professional development opportunities, to help her to raise her knowledge and the quality of her teaching to an even higher level.
- Children are sensitively encouraged to say how they feel, and their feelings are explored. For example, they talk about how they slept the night before and if they felt happy in their 'new big bed'. As a result, children are beginning to manage their feelings and behaviour independently.
- The childminder plans an array of outings for children to enjoy and to learn about their natural environment and the diverse world they live in. For instance, she takes children on regular outings to the park and local woodlands where children collect natural materials, such as cones, twigs, pebbles and leaves. Children use the materials to paint and create unique pictures and learn about colour mixing to create new colours. The childminder ensures that younger children join in as they feel the materials and paint with their hands.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a broad and secure knowledge of safeguarding matters. She ensures that she keeps her child protection training up to date so that she knows about any changes in legislation. The childminder knows the signs that might lead to a concern about a child's welfare. She has a thorough understanding of local safeguarding procedures. The setting is safe and secure, and the childminder carries out daily safety checks. She encourages children to help to tidy away toys to minimise hazards to their health and safety. Parents comment that the childminder shares her policies and procedures with them and keeps them informed of any changes.

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

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

- extend children's learning as fully as possible during activities, with particular regards to mathematics
- engage in further professional development opportunities, to help increase knowledge and raise the quality of teaching to an even higher standard.

## Setting details

<b>Unique reference number</b>	EY358685
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10134052
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	9 March 2016

## Information about this early years setting

The childminder registered in 2007. She works with her husband, who is also a registered childminder, in Addlestone, Surrey. The childminder operates from during term time from 7am to 6pm, Monday to Friday. She provides funded early education for two-, three- and four-year-old children. The childminder holds a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Chris Lamey

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in her evaluation of the setting.
- The childminder showed the inspector the premises and the areas used for childminding.
- The childminder discussed her intentions for children's learning and the curriculum she offers.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector took account of the views of parents through written documentation.
- The inspector looked at required documentation, including evidence of the childminder's suitability.

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 2022