

Childminder report

Inspection date: 4 February 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children develop strong emotional bonds with the childminder, which nurtures their confidence and well-being effectively. They settle quickly and demonstrate that they feel safe and secure in his care. The childminder provides a welcoming and interesting play space for children. Changes to the learning environment enable children to self-select toys and resources easily. They take part in enjoyable and stimulating activities, such as painting with cones, pebbles and twigs. Children comment on the shapes and patterns they are making and comment that one of the shapes looks like a horseshoe.

Children have good opportunities to learn about the natural world around them. The childminder takes them to visit local woods and they collect items to use during arts and crafts. During the summer months, children grow vegetables and fruit in the childminder's garden and harvest them to eat at snack time. These positive experiences help children to understand where their food comes from.

Children develop a great sense of awe and wonder. For example, they explore and investigate in the childminder's exciting garden, where they discover model animals and learn about their environment. Digging for worms is a favourite activity in the natural compost area. Children add to the compost pile, using orange peel and teabags.

Children happily play alongside the childminder. They show a positive relationship with him. Children share toys and resources and hold conversations with the childminder about what they are doing.

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

- The childminder and his co-childminder respond sensitively to children's individual needs. For example, when babies are tired but will not settle, he cradles them to get them off to sleep. Older children seek his comfort after having a tumble.
- Parents comment on how effectively the childminder and the co-childminder communicate with them about their children's progress and welfare. They describe how they work in effective partnership to ensure a shared approach to enable parents to complement children's learning at home.
- The childminder provides good support for children's language and communication skills, for example by introducing new words, which children enjoy using. He engages them in discussions and gives them enough time to respond.
- The childminder completes required training, including safeguarding and paediatric first aid. However, he has not yet completed any further training to

gain an even better understanding of how to support children's learning.

- The childminder develops children's understanding of hygiene practices well through daily routines, such as washing their hands after digging in the garden and before eating snacks and meals. However, at times, the childminder does not give children clear messages about making healthy choices, to support them to understand the importance of following a healthy diet.
- The experienced childminder and his co-childminder are dedicated in their roles and clearly enjoy their work. The childminder holds regular discussions with his co-childminder to monitor their practice, share ideas and identify how they can enhance the service they provide. The childminder ensures that parents' and children's ideas and opinions are sought and included in the daily activities and experiences.
- The childminder makes sure that his books and resources reflect disability and difference. This helps him to talk with children about what is the same and different about themselves and each other. Various festivals and celebrations are recognised, and children enjoy creating various artefacts, such as Chinese lanterns.
- The childminder provides a variety of play experiences which support children's unique interests and abilities and motivate them to learn. The childminder recognises when children need more support to help them persevere when learning is more difficult. This successfully encourages children to keep trying, as they confidently master new skills. For instance, he helps them to manipulate malleable materials until they are soft after being cold in the fridge.
- The childminder offers an abundance of praise and encouragement and celebrates children's achievements. He offers gentle and consistent reminders to help children learn right from wrong. Children are aware of the routine and understand what is expected of them. For example, they put on their wellington boots to go outside and help to tidy up at the childminder's request.
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Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of his role to safeguard and protect children. He has effective safeguarding procedures in place to ensure that children are safe. The childminder is familiar with the signs and symptoms that may indicate a child is at risk of abuse, including being exposed to extreme views. The childminder understands the procedures to follow should an allegation be made about himself or the co-childminder. The childminder closely supervises children. He completes regular checks to ensure that his home is safe for children.

What does the setting need to do to improve?

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

- engage in targeted professional development to help identify and build on teaching skills, to raise the quality of teaching to the highest level
- develop further ways to support children to gain a better understanding of the importance of making healthy eating choices.

Setting details

Unique reference number	EY358689
Local authority	Surrey
Inspection number	10134053
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	1 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	9 March 2016

Information about this early years setting

The childminder registered in 2007. He works with his wife, who is also a registered childminder, in Addlestone, Surrey. The childminder operates during term time from 7.30am to 6pm, Monday to Friday. He holds a relevant early years 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 that into account in their evaluation of the setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning and the suitability of the premises.
- Parents shared their views of the setting with the inspector.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector looked at relevant documentation.
- The inspector observed an activity and discussed it with the childminder.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.

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
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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