

Childminder report

Inspection date: 7 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 are happy and enjoy learning in the warm and welcoming environment. They have close relationships with the childminder and her assistant. This has a positive impact on children's emotional well-being and helps them to feel safe and secure. Children enjoy engaging in a wide range of challenging activities. For example, they show positive attitudes to learning as they use toothbrushes to ensure that the model teeth are clean. The childminder extends this by encouraging children to use toothpaste to clean all the 'plaque' off. This helps them to develop a good understanding of oral health.

Language and literacy feature highly in the childminder's curriculum planning. Children develop a love of books and rhyming words. They excitedly choose which song they would like to sing and join in with familiar nursery rhymes and actions. Children behave well. The childminder has high expectations of their behaviour. She patiently helps children to learn how to play kindly with others, share and develop good manners. Children make good progress in their learning. For example, they develop increasing confidence in their physical skills. Children illustrate this as they use climbing and play equipment with ease. They delight in drawing with chalks, strengthening their hand muscles and coordination in readiness for their early writing.

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

- The childminder and her assistant work well together. They get to know children well from the start. The childminder and her assistant observe children as they play and use assessments effectively. However, they do not consistently focus their planning sharply enough on children's learning needs, to help provide them with the highest level of challenge across all areas of the curriculum.
- The childminder teaches children about rules and boundaries. For instance, when children indicate they want to go outdoors, she encourages them to tidy away resources, initially through role modelling and then by encouraging them to help join in. Young children successfully pick items up off the floor and put them in a box to tidy them away. The childminder praises them, which helps to boost their self-esteem and confidence.
- Parents comment that they are 'pleased and delighted with the level of care' that the childminder provides. They are kept well informed about their children's day and are offered support where there are any concerns about children's development. The childminder provides information and suggestions to parents to support them in continuing children's learning at home.
- The storybook 'The Very Hungry Caterpillar' is a favourite, which the childminder uses to support children's communication. Children enjoy counting fruits and foods, and discussing the days of the week. Although children enjoy listening to

stories, sometimes the childminder misses opportunities to support their listening and attention skills. For example, at first, children listen attentively to the familiar story. However, the story session is interrupted by other activities. This impacts on children's ability to maintain attention, listen and contribute.

- Children are well cared for. The childminder's care practices, such as nappy changing, are hygienic and prevent the risk of cross-contamination. She works with parents to ensure that transitions through different stages of development, such as toilet training, are consistent with the approach taken at home.
- Children have many opportunities to develop an understanding of healthy lifestyles. The childminder prepares healthy and nutritious meals and snacks, including a range of fruit and vegetables. Children understand good hygiene routines and wash their hands after playing in the garden and before eating meals.
- Children develop a good understanding of mathematical concepts. The childminder and her assistant encourage this by promoting counting during activities and by using a wide range of mathematical language. This has a positive impact on the children, who use descriptive words such as 'big' and 'very tiny' as they play with toy caterpillars.
- The childminder and her assistant show a commitment to raising the quality of their provision. Together they regularly evaluate their practice and seek feedback from parents. They complete various training and increase their knowledge and skills to benefit the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of their role in safeguarding children. They demonstrate an in-depth knowledge of the signs and symptoms that may indicate a child may be at risk of harm. The childminder and her assistant know how, and when, to make a referral to outside agencies. They have a robust and detailed safeguarding policy containing all relevant contact details. The childminder and her assistant complete regular training to refresh their knowledge on wider and changing safeguarding issues, such as female genital mutilation. They check the home and garden to ensure the environment is safe and secure for children to play in.

What does the setting need to do to improve?

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

- strengthen planning to make sure that activities have a clear intent and match children's individual stages of development more accurately
- review the organisation of some activities to enhance opportunities for children to maintain their concentration and exploration.

Setting details

Unique reference number	EY267136
Local authority	Surrey
Inspection number	10137022
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	0 to 2
Total number of places	6
Number of children on roll	7
Date of previous inspection	6 October 2015

Information about this early years setting

The childminder registered in 2003. She lives in Lightwater, Surrey. The childminder works with two assistants. She offers childcare Monday to Friday, from 8am until 6pm, all year round. The childminder holds a relevant level 3 qualification.

Information about this inspection

Inspector

Sarah Richards

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.
- Discussions with the childminder and her assistant were held at appropriate times during the day, including about safeguarding.
- A joint observation of an activity was completed with the childminder.
- The inspector took parents' written and verbal views into consideration.
- A range of documentation was sampled, including suitability checks, first-aid certificates and safeguarding policies and procedures.
- The inspector observed children play and evaluated the impact of interactions and the environment on their learning. Children's voices were taken into consideration.
- The inspector looked at all the areas of the home used for childminding.

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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