

Childminder report

Inspection date: 22 February 2022

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

A child-centred, play-based approach is at the heart of this childminder's provision. The childminder has a wealth of knowledge, which she uses as the basis of her practice to support children's learning and development. Children form secure relationships with the childminder, who is kind and gentle. They are happy and confident, and enjoy their time at the setting.

Children are confident to lead their own learning and make choices about what they want to play with or do. They know what they like and spend a long time concentrating on their chosen play, whether this be dressing up as a superhero or playing with the television character pig toys. The childminder closely observes children and picks up on any changes in their behaviour, such as if they feel unsure and when there are visitors to her home. Children listen respectfully to the childminder and behave well. They grow in confidence through the childminder's reassurance and praise.

The childminder has clear rules and boundaries in place so that children know what is expected of them. For example, she encourages children to remember to say please and thank you as they play and at mealtimes. She involves children in asking electronic devices to play the tidy-up song, so that they can tidy away activities before they have lunch.

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

- The childminder knows the children well. She works closely with parents to gather key information about their children to help them to settle, follow their routines and to plan, using their interests. The childminder monitors children's progress closely to help her to plan and support children's individual learning needs.
- Partnerships with parents are positive. The childminder regularly shares information with them about their child's learning and development, and the activities they have enjoyed. Parents' written comments demonstrate that they are happy with the level of care provided. They are particularly happy with the nurturing environment that the childminder provides. Above all, parents appreciate how much their children enjoy each day spent with the childminder.
- Children benefit from a wide range of trips and outings to places of interest in their local community. For example, they go to nearby woodlands, parks and farms, where they explore, investigate and discover wildlife and nature. Children attend the library rhyme times and toddler groups, where they make relationships and socialise in a bigger group of children.
- Children establish extremely secure and trusting relationships with the childminder, as she gets to know their individual personalities incredibly well.

Children have an excellent sense of belonging and positive levels of well-being and self-worth. For example, they are ecstatic to be in the company of the childminder and smile and laugh endlessly as they interact together.

- The ambitious childminder reflects on her provision closely and is keen to improve her practice. She completes regular training, research and shares ideas with her co-childminder. Recent training on children's self-regulation has helped her understanding of children's emotional reactions to different situations.
- The childminder understands children's development and carries out activities to support their early writing skills. Children use pipettes to move coloured water into the bowl. This helps children to build muscles to prepare them for the next stage of their development. However, the childminder steps in rapidly to direct learning rather than letting children explore and take risks in their play. For example, the childminder showed the children what to do, rather than children finding out for themselves.
- Children have access to a well-stocked playroom and outside spaces. The childminder and her co-childminder are deployed effectively, enabling children to choose where they wish to play and learn. This enables the childminder to tailor activities to meet children's interests based on her knowledge of their next steps of learning.
- Children learn to be independent. They put on their coats and shoes, and are confident to ask for help if needed. Children use cutlery when eating and confidently pour their own water into cups. They wash their hands and take turns. For example, children share dough cutters and musical instruments.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her safeguarding duties and follows local safeguarding procedures. The childminder and her co-childminder have comprehensive policies in place, with information readily accessible should they have a concern about the welfare of a child. The childminder updates her safeguarding training to help her understand about child protection, including around wider safeguarding concerns. She knows how to identify concerns about children, including around female genital mutilation and the 'Prevent' duty, to keep children safe. She knows precisely how to act to protect children if a concern arises. The childminder ensures that her home is safe and secure.

What does the setting need to do to improve?

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

- allow children opportunity to explore resources and activities before stepping in to direct their learning.

Setting details

Unique reference number	2504832
Local authority	Surrey
Inspection number	10207745
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 9
Total number of places	5
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Woking, Surrey and works with a co-childminder. The childminder operates Monday to Friday from 7.30am until 6pm, all year round. She holds an appropriate home-based childcare qualification at level 4.

Information about this inspection

Inspector

Amanda Harrison

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 inspector viewed areas of the home used for childminding.
- Suitability documentation for both the childminder, her co-childminder and household members was checked, along with the first-aid certificate.
- The inspector carried out a joint observation with the childminder to assess the quality of teaching.
- The inspector tracked children's progress and sampled their learning and developmental records.
- The inspector took account of the views of parents and carers through written and verbal testimonials.

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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