

Childminder report

Inspection date: 1 March 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 form close attachments with the childminder and show good levels of emotional well-being. The childminder spends time settling children into her home and builds strong relationships with children and their families. She knows the children in her care very well and what makes them unique. The childminder is very responsive to the children and offers cuddles and reassurance when needed. Children demonstrate that they feel happy, safe and secure in the warm and nurturing environment. They are motivated and eager to explore and investigate the well-resourced environment. Children sit and cuddle the childminder while listening to stories and enjoy playing games. For example, they sit on the childminder's knee, and she bounces them up and down as she sings to them. Children squeal with delight and say 'again, again' in response to these positive interactions.

Children successfully develop the skills they will need for their future learning. They behave well, interact with kindness, and have good manners. The childminder is a good role model. She has a gentle approach and communicates respectfully with children. The childminder encourages children to build good friendships with their peers and play cooperatively together. Children happily play alongside others as they act out experiences. For instance, they take turns and pretend to make cups of tea for the childminder in the play kitchen. Children develop a good understanding of their personal safety. For instance, they learn about road safety and the importance of wearing safety belts when travelling in vehicles.

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

- Overall, the childminder is in tune with children's individual abilities. She regularly observes children in their play and carries out assessments to check their progress. This helps her to identify any gaps in children's learning. However, although the childminder knows what children need to learn next, occasionally, her teaching does not focus on this. Therefore, children do not always get the input they need to get the most from the activity.
- The childminder provides a good range of books to support children's early communication and literacy skills. She regularly shares books and stories with children to help to extend their existing knowledge and skills. For example, she asks children if they can name the shapes in a book and look for the same shapes within the environment. Children confidently make links, such as identifying the windows are square like the shape in the book.
- Children of all ages demonstrate a positive attitude to learning and are keen to explore and investigate their surroundings. They discover how to use technology. For example, they learn about electronic devices and know they need to press the buttons to make these light up and make sounds.

- Partnerships with parents are good. The childminder speaks with parents to find out children's interests at home and uses these to plan activities to support their next steps in learning. Parents express how much the children love attending the childminder's home. They are confident that their children are happy and well cared for. Parents comment that the childminder shares regular information with them about their children's progress and daily activities.
- Children develop a good understanding of the importance of leading a healthy lifestyle. The childminder encourages them to follow good hygiene routines, such as regularly washing their hands. She teaches children to make healthy food choices and ensures that they have regular fresh air and exercise.
- Overall, the childminder communicates well with children. She engages effectively in conversations with them and listens with interest as they recall their past experiences. However, occasionally, the childminder does not allow children adequate time to think and respond to questions, to help to develop their thinking skills fully.
- The childminder promotes children's understanding of the wider world well. Children have plenty of opportunities to explore and investigate their natural environment. For example, they grow plants, visit the woods, and watch wild birds in the childminder's garden. The childminder uses these interests successfully to extend children's knowledge. For example, she teaches children the names of the different birds.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of how to safeguard the children in her care. She has good knowledge of the signs of abuse and wider aspects relating to safeguarding, including female genital mutilation and exploitation. The childminder is clear on her responsibilities to protect children from harm and act on any concerns she may have. She recognises the importance of keeping up to date with training and further extends her learning through research. The setting is secure, and the childminder supervises children well to ensure that they are safe as they play and explore. She has relevant documents and policies, including the daily undertaking of risk assessments to assess potential hazards and minimise these.

What does the setting need to do to improve?

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

- focus activities and teaching more precisely on the learning intentions and what children need to learn next
- allow children time to respond when asked questions to develop their thinking skills further.

Setting details

Unique reference number	121240
Local authority	Surrey
Inspection number	10136233
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 5
Total number of places	6
Number of children on roll	3
Date of previous inspection	21 April 2016

Information about this early years setting

The childminder registered in 1989 and lives in Chobham, in Woking, Surrey. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder provides funded early education for three-year-old children. She holds a full and relevant qualification at level 3.

Information about this inspection

Inspector

Ingrid Howell

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 her evaluation of the setting.
- The inspector carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector sampled a range of documentation, including the childminder's paediatric first-aid certificate and public liability insurance.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children, and how she assesses and plans for 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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