

Childminder report

Inspection date: 10 March 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 Good

What is it like to attend this early years setting?

The provision is good

Children are happy and settled and enjoy their time in the childminder's home. He has formed strong bonds with each of the children and is gentle and nurturing towards them. This promotes confidence and high levels of emotional well-being. Children seek out the childminder to join in with their play. They laugh and giggle as they dance along to the music together.

Children are well behaved and learn to be independent from a young age. The daily routine supports this. For example, when children arrive, they hang their own coats onto pegs and put away their spare boots and shoes. Children have frequent opportunities to be physically active as the childminder takes them on regular visits to local parks where they can run, climb and balance.

Children benefit from good support to develop their emerging language skills. The childminder speaks clearly with the children, extending vocabulary through conversation. The childminder makes activities interesting and practical so that all children can join in and concentrate for extended periods. Due to the ongoing COVID-19 pandemic, children continue to be dropped off and collected at the childminder's door. Despite this, children enter confidently. However, the childminder is beginning to encourage parents to come into the setting to support this routine.

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

- Overall, the childminder provides an effective curriculum that reflects what is happening around the children. For instance, he uses the information that he obtains from parents about what the children know and can do at the start, to build on their interests and experiences.
- The childminder works in partnership with parents to ensure that children have healthy and balanced diets. At snack time, the childminder uses the opportunity to talk to children about healthy foods. Children are able to talk about ice cream being an unhealthy food because 'it has lots of sugar'. They enjoy healthy food choices, such as a range of fruits to choose from.
- The childminder promotes children's understanding of equality and diversity in modern society. He provides children with opportunities to learn about a broad range of festivals throughout the year, such as Chinese New Year or Diwali. He reads stories and visits the library to help the children learn about families, communities and traditions different to their own.
- Children are sensitively supported to manage their feelings and behaviour. The childminder consistently provides the affection, support and encouragement they need. He gives praise and shows pride in children's achievements. This helps to promote their emotional well-being.

- Overall, the childminder uses effective teaching methods to support children's learning and development, such as using visuals and props to promote their understanding. However, at times, the childminder does not make the best use of support to focus on the children's individual needs.
- The childminder continually reflects on his practice and the opportunities that he provides for children. He completes training to keep his knowledge current. The childminder reflects on future training, highlighting areas of his own practice for development.
- Children engage in exciting activities. The childminder uses voice activated technology to support planned activities, such as to support finding out what noise a fox makes when reading a story together. This promotes an interest in questioning and learning about the world around them.
- Children enjoy being independent and, with the childminder's support, they learn to manage their own independence from a young age. For example, when putting on the dressing-up clothes, children are encouraged to try before asking for help.
- The childminder has developed strong relationships with parents and speaks with them daily. Parents comment that they are very happy with the childminder. They say that their children are well cared for and they can see when their child is ready to move onto the next stage in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of his responsibility in keeping children safe. He is able to recognise the possible signs and symptoms of abuse. The childminder understands what he must do in the event that an allegation is made against himself or another member of his household. The childminder maintains the appropriate documentation and records which contribute to protecting the welfare of children. The premises are secure and risk assessments identify and remove any potential hazards to children effectively. The childminder keeps children safe when on outings by assessing potential hazards and removing these.

What does the setting need to do to improve?

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

- continue to plan an effective curriculum to focus precisely on extending the children's individual learning needs.

Setting details

Unique reference number	EY442049
Local authority	Surrey
Inspection number	10228624
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	6 September 2016

Information about this early years setting

The childminder registered in 2012 and lives in Egham, in Surrey. He provides care for children Monday to Thursday, from 7.30am to 5.30pm, all year round. The childminder works alongside another registered childminder, who is his wife.

Information about this inspection

Inspector

Natalie Atkins

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for learning.
- The childminder showed the inspector the premises and they discussed how they ensure it is safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- Parents spoke to the inspector and wrote letters to share their views of the setting.

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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