

Childminder report

Inspection date: 21 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	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive in this friendly and homely setting and form close bonds with the caring childminder. They are happy, confident and demonstrate that they feel safe. Children explain that they like the skittle and ball game and eagerly set up the game ready to play. The childminder has high expectations of all children and makes learning enjoyable. Children learn good social skills and how to be courteous to one another. They are learning effective skills to manage their own feelings and, as a result, their behaviour is good.

Children's well-being and safety are high priorities. Children thoroughly enjoy the interesting and enjoyable activities the childminder plans around their current interests and next steps in learning. As a result, children make good progress from their starting points. Children develop a love of books. They have easy access to a wide range of books in the inside learning environment as well as the outside area.

Children have every opportunity to practise their independence skills. The childminder understands that they have lost valuable time to acquire the skills they need for starting school due to the COVID-19 pandemic. Children confidently demonstrate the independence skills they have learned, including dressing themselves ready to play outside. They know that they need to put their coats and boots on to keep warm.

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

- The childminder implements an effective curriculum that is based on children's interests and what they need to learn next. She carefully plans activities to engage all children. This results in children playing and learning together at a level which provides good achievable challenge to all. For example, while older children practise the skills of threading dried pasta onto string to make a necklace, younger children enjoy transporting the pasta from dish to dish.
- The childminder has clear plans about what skills she wants children to learn in her care. She helps children make links to what they already know and extends their learning further. For instance, children wash dolls with sponges and bubble bath. During their play, the childminder encourages children to estimate how much water they need to fill the cups.
- Children benefit from daily opportunities to play and learn outdoors. They experiment with filling and emptying cups in the water tray, make marks with chalks, learn to pedal wheeled toys and run in the open spaces. They have many opportunities to practise their physical skills.
- The childminder supports children's communication development effectively. She helps children hear the correct way to say words, as she repeats back what they say. The childminder skilfully ensures that she gives children plenty of time to

respond to her questions. She encourages children to look at and read favourite books to each other. This helps to give children good self-esteem and confidence in speaking in front of each other.

- The childminder helps children learn about the wider world. She teaches them about different cultural celebrations and takes them out into the local community. Children have good opportunities to meet different people and see different places. For example, they visit the library and they watch the trains as they pass under the bridge while out walking.
- The childminder ensures that children eat healthy foods and have easy access to water during their stay. However, she does not make the best use of opportunities to promote children's understanding of the importance of following good hygiene practice, such as when sneezing. She does not fully consider how to promote the importance of good oral hygiene.
- The childminder regularly invites parents to share their views about the service she offers. Parents spoken to during the inspection expressed their happiness with the quality of the care and education their children receive. They comment that communication is very good and they welcome the information they receive to help them continue with their children's learning at home. However, partnership working with other settings that the children attend is not in place. This means children's care and learning needs are not fully promoted to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in how to identify potential signs of abuse and the procedures she would use to report any concerns. This helps to protect children from potential harm and promotes their safety. The childminder completes daily risk assessments of her home and garden and when taking children out. This minimises potential risks to children. The childminder uses a good range of effective policies and procedures. Regular reviews help to ensure that they contain correct information and contact details. She is aware of safeguarding aspects such as the 'Prevent duty' and how to protect children and families.

What does the setting need to do to improve?

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

- help children to develop a secure understanding of good hygiene, with particular regard to oral health and how to care for their teeth
- develop partnerships with other early years settings that the children attend to help provide continuity in care and learning.

Setting details

Unique reference number	EY420385
Local authority	Surrey
Inspection number	10228552
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	5
Date of previous inspection	16 November 2016

Information about this early years setting

The childminder registered in 2011. She lives in Woking, Surrey. The childminder provides care during term time only, from 8am to 6pm on Monday to Thursday. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Hazel Farrant

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector took account of the views of parents spoken to during the inspection and from written feedback provided.
- The inspector had discussions with the childminder. She looked at relevant documentation, such as the childminder's public liability insurance.

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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