

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel safe and secure with the kind, caring and nurturing childminder. They have access to a good range of resources and explore their environment with confidence and ease. Children settle quickly and develop warm, trusting relationships with the childminder, who is attentive to their individual needs. Children are well behaved and the childminder acts as a very good role model. For example, when children say, 'thank you', the childminder responds by saying 'you are welcome'. These positive interactions help children to learn to respect one another.

Children have a positive attitude to learning. They receive plenty of praise and encouragement from the childminder for their achievements and efforts. For example, when they initially struggle to use a bat and ball, the childminder encourages them to persevere. Children show good levels of determination and a can-do attitude as they keep trying until they succeed.

Children successfully practise and develop the skills they will need for their future learning. For instance, they place small pegs onto a pegboard to create pictures of flowers. These experiences help children to strengthen their muscles in preparation for writing.

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

- The childminder observes children and ensures that they are making good progress in their learning. If a child is showing signs that their development may be falling behind their peers, the childminder supports parents to recognise the need for further support and guidance from other professionals. She works closely with external agencies to provide support when children need extra help, to ensure any gaps in children's learning close quickly.
- Children benefit from good opportunities to support their communication and language skills. Throughout activities, the childminder provides a commentary, models good conversational skills, and introduces new vocabulary. For example, she sings songs to children in English and Spanish to help them to understand different languages. Children join in with enthusiasm and sing along to their favourite rhymes.
- The childminder successfully helps children to gain a good understanding of the importance of leading a healthy lifestyle. She encourages them to follow good hygiene routines, such as regularly washing their hands. The childminder teaches children to make healthy food choices and provides them with lots of opportunities to be physically active in her well-resourced garden.
- The childminder provides children with opportunities to develop mathematical skills. For example, she encourages children to count how many trains they have

as they attach these together. Children confidently count as they point to each train.

- The childminder reads to children every day. This helps to develop their vocabulary and supports them to learn to enjoy books and reading. However, sometimes, the stories the childminder reads to the children are not age- and stage-appropriate. For example, they do not provide children with adequate challenge, such as encouraging children to predict what might happen next.
- Overall, the childminder encourages children to complete some tasks independently, such as helping to dress themselves for outdoor play. However, occasionally, she does not provide children with age-appropriate resources, to help them to complete tasks by themselves. For instance, at mealtimes, children attempt to pour water from jugs that are too big. As a result, the water spills over the table rather than into the cups.
- Partnerships with parents are effective. The childminder gathers information from parents about children's development and interests before they start attending her setting. This enables her to plan for their learning from the outset. She uses effective communication methods to share information with parents, for example, through daily discussions. Parents comment that the childminder provides a fun and relaxed environment, and the children always look forward to spending time in her home.
- The childminder is committed to her ongoing professional development. She regularly reflects upon her practice, to help identify how she can make changes to help improve outcomes for children. She has completed all mandatory training and additional webinars to help keep her knowledge and skills up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her child protection knowledge is up to date. She knows the signs that may indicate a child is at risk of harm, including from wider safeguarding issues, such as female genital mutilation and exploitation. The childminder understands how to identify, and report concerns about a child's welfare. She is aware of the reporting procedures in the event of an allegation against a member of the household. The childminder has attended first-aid training and carries out risk assessments to identify and remove any potential hazards for children.

What does the setting need to do to improve?

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

- match the books and stories read to children more accurately to their age and stage of development, to enhance their language development and comprehension even further

- maximise opportunities for children to do more for themselves and develop their independence skills further.

Setting details

Unique reference number	EY235263
Local authority	Surrey
Inspection number	10136354
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	3 to 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	14 October 2015

Information about this early years setting

The childminder registered in 2003. She lives in Addlestone, Surrey. The childminder provides care between 8am and 5.30pm, Monday to Friday, for most of the year. The setting receives funding to provide free early years education to children aged three and four years.

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 provider.
- The inspector carried out a learning walk to discuss the childminder's curriculum.
- The views and opinions of the parents were considered during the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning and personal development.
- The inspector sampled a range of documentation, including paediatric first-aid certificate and 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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