

Childminder report

Inspection date: 22 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children develop strong emotional bonds with the childminder, which nurtures their confidence and well-being effectively. They settle quickly and demonstrate that they feel safe and secure in her care. The childminder provides a welcoming and interesting play space. Children know to take off their shoes and place them in a storage box when they arrive. This supports their understanding of routines and helps prepare them in readiness for school. Children take part in enjoyable and stimulating activities. They illustrate this as they sustain good concentration as they play with materials such as rice. They enjoy the sensory experience, exploring the texture with their hands and fingers. Children enjoy hunting for hidden objects and use tools to move rice from one place to another.

Children benefit from the childminder's high expectations to help them develop their growing communication skills. They engage in meaningful conversations with the childminder, who gives them her full attention and eye contact when they have something to say. Children engage effectively in conversations with the childminder, who models new language skilfully to children.

Children behave well. They are given gentle reminders in a calm and consistent way, and they praise for their efforts and achievements. Even the youngest children learn to take turns, persevere and help each other, through the childminder's sensitive guidance. For instance, children learn to wait their turn when going on the slide.

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

- The childminder is committed to her role and her ongoing professional development. She makes good use of online courses and training provided by the local authority to keep her knowledge and skills up to date. For instance, speech and language training has helped her to assess children's vocabulary and understand how to support them effectively. The childminder meets with other childminders to share new ideas. This helps her to continually make improvements to the provision.
- The childminder develops children's understanding of hygiene practices well through daily routines, including washing their hands after digging in the garden and before eating snacks and meals. However, at times, the childminder does not give children clear messages about making healthy choices, to support them to understand the importance of following a healthy diet.
- The childminder understands the difficult time children have had during the COVID-19 pandemic. She plans well for new children who start in her care. She knows that they have spent limited time away from their parents. Consequently, she provides lots of support, empathy and reassurance to help them settle.

- The childminder regularly assesses the progress that children make. She swiftly identifies potential gaps in children's learning and provides additional support when needed. However, she does not consistently focus her planning sharply enough on children's learning needs, to help provide them with the highest level of challenge across all areas of the curriculum.
- The childminder works closely with parents and gathers information about what children can do when they start. She sends photos and comments to parents so that they know what their children are learning. Parents praise the childminder and comment on the high quality of care she provides for the children. They say that their children love going to the childminder's house.
- Children learn to accept and respect different cultures and religions. For example, the childminder discusses special religious or cultural events with them, such as Chinese New Year and Diwali. She provides resources that reflect people from different cultures.
- Children enjoy the time they spend outdoors in the fresh air. They develop good physical skills and coordination as they learn how to balance and operate outdoor play equipment. For instance, children demonstrate confidence and show their physical abilities when climbing the steps for the slide.
- The childminder supports children's mathematical skills well. She provides a range of activities to support children's understanding of counting and numbers. For example, children excitedly search for numbers hidden in rice. Older children confidently match and count numbers to five.
- Children learn to do things for themselves. Older children confidently put on their coats and shoes, while younger children are helped by the childminder to develop these skills. All children help to tidy up after play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of her responsibilities regarding children's safety and well-being. She has completed relevant safeguarding training, which includes areas such as female genital mutilation. The childminder knows the possible signs that a child is at risk of abuse. She monitors children for injuries and follows up with parents when these are observed. The childminder has contact numbers for the relevant authorities close at hand. This helps her to raise any concerns swiftly. The childminder assesses risks in her home to ensure that children are safe in her care.

What does the setting need to do to improve?

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

- strengthen planning to make sure that activities have a clear intent and match children's individual stages of development more accurately

- develop further ways to support children to gain a better understanding of the importance of making healthy eating choices.

Setting details

Unique reference number	2548722
Local authority	Surrey
Inspection number	10221532
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	0 to 4
Total number of places	4
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Guildford, Surrey. The childminder provides care from 7.30am to 6.30pm, Monday to Friday, throughout the year. She holds a recognised early years qualification at level 3. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Sarah Richards

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 completed a learning walk of the childminder's provision and discussed how she organises and implements her curriculum.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- A joint observation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents. This included evidence of the suitability of persons living in the premises.
- The inspector took account of parents' views during the inspection.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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