

Childminder report

Inspection date: 22 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 are happy, settled and secure. Young children develop strong bonds with the nurturing childminder and her assistants. They snuggle up on their laps and enjoy familiar books. This helps to support their language and communication as they hear repetitive phrases. Children make good progress in their development from their starting points. They engage in some interesting and enjoyable activities that the childminder plans based on their next steps in learning. For example, children particularly enjoy playing with water. They splash about with mermaids and squirt water from toys, before mixing handfuls of soil into the water. Children squeal with delight as they show their muddy hands to the childminder.

Children behave exceptionally well, with positive reinforcement from the childminder and her assistants. They treat each other with a high level of respect. They quickly learn to share and take turns with one another. The childminder promotes an inclusive environment, and she has very high expectations for all children, including those with special educational needs and/or disabilities. This helps to prepare children very well with the necessary skills and knowledge for later learning. Children leave the setting as confident and capable individuals.

The childminder is committed to providing a home-from-home experience, where children feel content and settle quickly. Children understand the routines of the day and know what to expect, which helps them to feel secure. The childminder is attentive to children's needs and responds quickly, such as when they need a snack or a rest.

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

- Children have excellent opportunities to be physically active. The childminder encourages children's confidence as they walk, run, climb and balance. They safely ride appropriate wheeled toys with high levels of control and coordination. Children enjoy playing physical games. For instance, they leap up excitedly during 'sleeping bunnies' and dance around the garden.
- The experienced childminder has a secure understanding of how children learn and develop. She uses her knowledge to plan activities that help children to build on their skills and move on in their learning. For example, children concentrate for long periods as they scoop and pour sand into a range of different containers and moulds. Younger children watch intently as older children build sandcastles, before they persevere and try to build their own.
- The childminder establishes exceptionally secure and trusting relationships with all children. She gets to know their individual personalities incredibly well. This includes their likes and dislikes. This helps her to plan challenging activities that she knows will keep children enthralled in their highly motivating play and

learning experiences. Children have excellent levels of well-being, self-worth and self-esteem, and sense of belonging.

- Children learn the importance of washing and drying their hands after messy play and before eating. Younger children are supported to feed themselves. However, at times, children's independence is not further extended. For example, children do not dry their own hands, wipe their faces or noses. These tasks are completed by the childminder and her assistants.
- The childminder helps the children to develop a wide understanding of different cultures, and she actively promotes equality and diversity in age-appropriate ways. For example, children are taught about St Patrick's Day as they engage in craft activities, such as making shamrocks, and exploring green rice and spaghetti. The childminder is passionate about teaching children respect for all people and communities.
- Parents are complimentary about the childminder and her assistants. They have seen progress in their children's development and comment how happy their children are to attend the setting. They value the information they receive and advice about how to support their children's progress at home.
- The childminder demonstrates a genuine enjoyment of her work. She reviews her own practice and that of her assistants. However, she is not sufficiently focused on identifying and using professional development opportunities to further extend the teaching skills for her assistants and herself.
- The childminder supports children's language development very well. She speaks clearly and commentates during play. Older children speak in full sentences and have a wide vocabulary. They are confident to ask questions and initiate conversations. The childminder supports toddlers to develop their speech in all aspects of their play. For example, the childminder engages with toddlers when they are babbling. Furthermore, when children point at an object, she encourages them to name the item they want.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good understanding of their roles and responsibilities to safeguard children. She frequently updates her knowledge to ensure that she fully understands all aspects of child protection and broader safeguarding concerns. She understands which information to record and how to share this with the appropriate professionals. The childminder carries out daily safety checks to help reduce hazards and minimise accidents. This helps her to promote children's safety and welfare in the home and when on outings. The childminder is considerate of children's safety. For example, the childminder ensures her dog is well supervised when with the children.

What does the setting need to do to improve?

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

- focus more precisely on how professional development opportunities can be used to raise the quality of the already good practice to a higher level
- extend opportunities for the older children to increase and practise their independence skills.

Setting details

Unique reference number	EY553890
Local authority	Surrey
Inspection number	10214948
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 11
Total number of places	10
Number of children on roll	27
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2019 and lives in Witley, Surrey. She holds an early years qualification at level 3. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She employs two assistants.

Information about this inspection

Inspector

Amanda Harrison

Inspection activities

- This was the first routine inspection of the childminder since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic and has taken that into account in her evaluation of the childminder.
- The inspector completed a learning walk of the childminder's provision and discussed how she organises and implements her curriculum.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children and assistants spoke with the inspector at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the childminder, her assistants and the children.
- The parents' views were taken into account through written statements they had given the childminder.
- The childminder showed the inspector her relevant documentation and evidence of the suitability of the childminder, her assistants and household members.

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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