

# Childminder report

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Inspection date: 28 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children are happy and very settled in the childminder's warm and nurturing care. They understand the routines of the setting. For example, they know to take their shoes and coats off and that they must wash their hands when they come in from the garden. Children are self-motivated and demonstrate positive attitudes towards their learning. For instance, they enjoy filling and emptying containers with sand. The childminder encourages children to count how many spades of sand fill the bucket. She uses words such as 'higher', 'full' and 'empty'. This helps children to develop their mathematical understanding of capacity and measurement.

Children of all ages benefit from regular outings with the childminder. They say that they enjoy attending the local playgroup with her. Children form close relationships with the childminder and go to her for spontaneous hugs and comfort. Initially, children are shy of visitors, but with the reassurance of the childminder, they soon invite visitors into their play.

Children are exposed to a language-rich environment as they explore books, listen to stories and hear the childminder providing a dialogue as they play. This aids their communication and language development. Children behave well and are developing an understanding of what is expected of them as the childminder remains calm and positive with them. All children are making consistent progress and are well prepared for their next stage of learning.

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

- The childminder talks confidently about the progress children have made since they have been with her. She plans the curriculum around children's interests to help them be motivated to learn. However, she does not always plan precisely to prepare children for what comes next. Sometimes, too much information is provided when knowledge may not have been fully learned. For example, the childminder tries to teach children about colour. She introduces many different colours as children use play dough. However, as children have no prior awareness of colour, this leads to confusion and they lose interest, without developing the knowledge of colour that was intended.
- Partnerships with parents are effective. The childminder builds positive relationships with them from the start. She understands the importance of helping children to settle, and recognises parents' worries. The childminder sends regular pictures to parents throughout the day to reassure them. She shares effective assessments of children's progress with parents to identify strengths and gaps in children's learning.
- The childminder builds on children's understanding of how to stay safe. Children follow instructions, for example to sit properly on chairs while eating. They cut

up their fruit and learn how to use knives safely.

- Partnerships with other professionals are in place. The childminder seeks support from local authority advisers and speaks regularly with other childminders at the different playgroups she visits. She makes sure that all her mandatory training, such as first aid and safeguarding, is kept up to date. However, the childminder has not focused her professional development to help raise the quality of education even further, to raise outcomes for children.
- The childminder promotes healthy eating and healthy lifestyles. Where parents provide meals, the childminder offers advice on healthy options. Throughout the day, children have access to healthy snacks, including fruit and vegetables.
- Children learn about similarities and differences through a selection of experiences. They explore books which show differences in appearance, varied relationships and disabilities. The childminder also shares her own culture with children and parents at the setting.
- The childminder plans purposeful activities to support children's fine and gross motor skills. Children benefit from plenty of fresh air and exercise. They enthusiastically climb the steps of the slide and excitedly slide down. Children have opportunities to manipulate different materials, such as play dough. This helps to build strength in their hand muscles in readiness for writing.
- Children develop their early counting skills through the many opportunities available to them. For instance, as they play with brightly coloured plastic balls, children eagerly count 'one, two, three' before throwing them into a nearby net. They then excitedly count the number of plastic balls they successfully got into the target. Two-year-old children confidently count to five.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good understanding of safeguarding children. She is aware of the different types of abuse and knows who to report to should she have any concerns. The childminder has a detailed safeguarding policy in place. She knows what to do in the event that an allegation is made against herself or household member. The childminder completes regular training to keep her knowledge of safeguarding up to date. This includes training about the 'Prevent' duty. The childminder identifies any potential hazards and removes them so children can play in a safe environment.

## What does the setting need to do to improve?

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

- focus more closely on helping children to develop the sequential skills and knowledge that they need to learn right now and prepare them for what comes next

- plan professional development opportunities more precisely to raise the quality of teaching and learning to a higher level.

## Setting details

<b>Unique reference number</b>	2555788
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10221634
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 6
<b>Total number of places</b>	4
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019. She lives in Old Woking, Surrey. The childminder provides care from 7.30am to 5.30pm, Monday to Friday, throughout the year. She provides funded early education for two-year-old children.

## Information about this inspection

### Inspector

Sarah Richards

### Inspection activities

- This was the first routine inspection the setting 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

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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