

Childminder report

Inspection date: 26 April 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 have many opportunities to develop their physical abilities and imagination. The childminder and her assistant support children to balance while 'walking the plank'. On board the pirate ship, children steer the helm and wave to the mermaid. They have great fun digging, using a range of tools. Children cheer in excitement when they find the 'treasure' and get excited when they see the 'jewels'.

Children are generally well behaved. They develop an understanding of the boundaries within the setting. For example, younger children are reminded to use their 'soft hands' when showing affection to their friends. Children sit at the table when they eat their food. However, on some occasions, younger children who are less familiar with the routine, get up and walk off with their spoon. Children's independence is promoted. For instance, they practise putting on their shoes when they go out to play.

Children enjoy eating healthy meals. The childminder is mindful of food safety and makes sure that fruit is cut into small pieces to minimise the risk of choking. Good hygiene procedures are followed for nappy changing and handwashing. Children have developed positive relationships with the childminder and her assistant, which creates secure attachments. They settle quickly, and they confidently let adults know throughout the day when they are tired or need a cuddle.

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

- The childminder has only recently started to provide her service because she delayed her opening date due to the COVID-19 pandemic. The childminder works with a registered assistant. They have kept up to date with changes in the early years by reading books, articles and sourcing information on the internet. The childminder holds regular conversations with her assistant, so they are clear on how they intend to implement the curriculum. The assistant uses his musical skills to enhance the activities provided. For instance, during song time, he plays the guitar, encourages children to explore instruments and uses familiar tunes to help children learn new songs and rhymes.
- The childminder and her assistant plan and provide many creative play opportunities to promote an exciting early years curriculum. However, on occasions, the focus on what children need to learn is too broad, and some activities are too challenging for younger children. The learning environment is well organised throughout the ground floor and the garden. The childminder and her assistant source exciting learning experiences to motivate children and promote a positive attitude to learning.
- The childminder and her assistant provide continuous support for all children,

including those who speak English as an additional language, to play and learn in a language-rich environment. They read stories, sing songs and talk to the children about their play. This helps children to learn the rules of speaking, listening and extend their vocabulary. Props are used to support storytelling, which keeps children engaged. For example, while listening to the 'Dear Zoo' story, children delight when they see the smiling giraffe, the roaring lion and the cheeky monkey coming out of the box.

- The childminder works in partnership with other settings children attend. She has regular discussions with the other professionals who work with children, which supports continuity in their care and learning. Parents are happy with the care their child receives. They comment on the regular photos and exchange of information, both verbally and through an app. The childminder ensures that parents know who is caring for their children. They all sign a declaration which allows the registered assistant to have sole charge of their child for short periods. Parents comment they can see the progress their children have made. For example, children learn lots of new nursery rhymes, which they sing at home.
- Festivals and particular days of interest are promoted throughout the year. For example, during Chinese New Year, parents contribute to children's learning by sharing items from home. Children celebrate the Year of the Tiger. They listen to familiar stories, such as 'The Tiger Who Came to Tea', and have fun dressing up as a tiger.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good knowledge of child protection procedures. They understand the signs that may indicate a child is at risk of harm and the procedures to follow to keep them safe. Both the childminder and her assistant hold an up-to-date paediatric first-aid qualification, including training to administer an adrenaline auto-injector. The childminder and her assistant are fully aware of children's dietary needs, and meals are planned which take these into account. The areas used by the children are safe and suitable. A monitoring system is used by the childminder to listen out for children who are sleeping.

What does the setting need to do to improve?

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

- extend the support provided to younger children to help them learn the importance of remaining seated at the table while they eat their food
- use the information known about children's developmental needs to specifically target individual learning during planned activities.

Setting details

Unique reference number	2537088
Local authority	Surrey
Inspection number	10215235
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 8
Total number of places	12
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in East Molesey, Surrey. She operates for most of the year from 8am to 6pm, Monday to Thursday. The childminder provides funded early education for three- and four-year-old children. She works with a registered assistant.

Information about this inspection

Inspector

Maria Conroy

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 their evaluation of the setting.
- The childminder and the inspector had a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector carried out a joint observation with the childminder of a group activity.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.

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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