

Childminder report

Inspection date: 6 May 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	Good
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What is it like to attend this early years setting?

The provision is good

Children make good progress in their learning. They develop warm and caring relationships with the childminder. This helps them to feel safe, happy and settled in her care. Children quickly become familiar with the daily routines. The wide range of quality resources are displayed very well. This helps to enable children to make choices in their play. The childminder gives children plenty of time to learn new skills and encourages them to keep trying. Young children show an eagerness to investigate and discover how things work. For example, they delight in turning the handles for the 'digger' outside and collect the stones.

Children's behaviour is good. Children respond positively to the childminder and her assistants. They give the childminder a beaming smile when she praises them. Children play together well and share toys. They enjoy exploring natural objects. They use language such as 'smooth' and 'rough' to describe the texture of stones they collect. Children concentrate well on activities that interest them, such as the pretend kitchen and soft-play equipment.

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

- Parents appreciate the good care and education their children receive. They say that their children thoroughly enjoy spending time with the childminder. She keeps parents well informed about their children's learning. The childminder gathers information about children's dietary requirements, personal likes and needs from parents before they start, to help ensure a good consistency of care.
- The childminder reflects on her practice and the service she provides. She identifies her strengths and aspects that she would like to improve. The childminder completes many useful training courses to help develop her teaching skills and enhance her knowledge. For example, recent training has helped her in supporting young children with specific needs.
- Overall, the childminder provides a broad curriculum to teach children a good range of skills and knowledge. She observes and accurately assesses what children know and can do. The childminder uses children's interests to plan learning experiences. However, at times, the intention of what she wants children to learn is unclear. This means that she does not focus activities sharply enough on the specific knowledge that children need to learn.
- The childminder encourages children to develop a healthy lifestyle. She provides opportunities for children to be energetic in the garden. For example, children enjoy climbing steps and navigating safely around the ball pit.
- Overall, the childminder and her assistants support children's communication and language development well. They teach children the meaning of new words and model language well, speaking clearly as they provide a lively narrative for their play. The childminder encourages children's independence in speaking. For

example, children clearly ask about their favourite book before lunch. However, the childminder and her assistants do not always make the best use of questioning to encourage children to express their thoughts and develop their communication and language skills further.

- The childminder is very attentive to the personal care of the children. She is incredibly patient and supportive of children's developing needs. She is quick to recognise when children may be hungry, tired or in need of a cuddle, and responds well to their individual requirements.
- The childminder has continued to update her knowledge in line with changes to guidance and legislation. She has completed the required training, along with other research, to help her good practice and shares this with her assistants effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and of the procedures she needs to follow if she has any concerns about a child. She completes regular updates and refreshers for safeguarding training and ensures that she updates the policies and procedures for her setting. The childminder carries out regular risk assessments of the home to identify and remove any hazards. She ensures that her assistants have a good knowledge of safeguarding and understand their role and responsibilities.

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 the intentions for children's learning, to help fully support their development at all times
- enhance teaching further to develop questioning techniques, to further help and encourage children's communication and language skills.

Setting details

Unique reference number	EY415725
Local authority	Surrey
Inspection number	10237822
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 3
Total number of places	10
Number of children on roll	12
Date of previous inspection	29 June 2017

Information about this early years setting

The childminder registered in 2010. She lives in Stanwell, Surrey. The childminder operates her service from 7am to 7pm, Monday to Friday, all year round, except for family holidays and bank holidays. The childminder works with two assistants. The childminder is in receipt of funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector
Claire Boparai

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 completed a learning walk across all areas of the setting to understand how the early years provision and curriculum are organised.
- The inspector observed a range of activities and evaluated the impact of the quality of teaching on children's learning.
- The inspector took account of the views of parents and completed a joint evaluation of an activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request. This included evidence of her assistants' suitability, the childminder's qualification certificates and the record of children's attendance.

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
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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