

Childminder report

Inspection date: 12 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 are happy and enjoy the time they spend with the childminder in this welcoming and homely environment. All children, including those whom this is their first experience away from home, settle quickly. They form strong attachments with the childminder. Their individual needs are well known, and children feel secure in their familiar routines.

Children receive kindness and consideration and, as a result, they are learning to think of others. For example, they are learning to understand that other children may need more help or time to complete tasks. The childminder has high expectations for all children in her care. Consequently, they become increasingly independent. For example, children choose resources they wish to play with and help to organise activities. This prepares them effectively for future learning, and they become confident in their own ability.

Children benefit from taking part in regular outings where they extend their learning. For example, the childminder organises outings to local woodlands and places of interest. Children have opportunities to gain experience of the natural world in interesting environments, which promotes their understanding across all areas of learning. Parents speak very highly of the childminder. They clearly appreciate the effective two-way flow of information that supports children's well-being effectively. Parents comment that their children are eager to attend and love the activities they take part in.

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

- Parents receive regular updates about their children's learning and what they particularly enjoy doing during their time with the childminder. The childminder implements shared strategies which help to address any emerging gaps in children's learning, with the close engagement of parents and other professionals. This helps children to progress well from their starting points.
- The childminder's care practices thoroughly promote children's good health, independence and confidence. For instance, children learn from an early age the importance of effective handwashing and healthy eating. Children show that they are learning the importance of good oral health. They confidently talk about brushing their teeth after eating sweet things so that they do not get tooth decay. The childminder is attentive to children's individual needs, such as recognising when young children are becoming tired and need rest or sleep. She organises the day around children's personal preferences and routines. This results in children waking happily and keen to resume their play.
- The childminder has a good awareness of children's backgrounds and interests. She takes time to find out from parents what children do at home and builds on

these experiences. The childminder uses an effective curriculum that, overall, is well planned. She focuses on helping children to develop and use new language, and provides an appropriate commentary as children play. For example, during a sensory activity, the childminder encourages children to describe how the paint feels after sealing it in a plastic bag. They hear and repeat new words, such as 'squishy', when describing the feel of the paint. However, younger children quickly become restless and disengaged from the activity because they have too long to wait for their turn.

- The childminder reflects on the quality of her childcare and makes changes that help to improve children's care and learning. However, she does not always consider how she can take best advantage of training and development opportunities. This would support her further in raising the quality of her teaching and help children to make rapid progress.
- Children are learning the importance of good manners and often spontaneously say 'please' and 'thank you' to the childminder and one another. The childminder gently reminds children how to share popular resources. As a result, children are learning how to share and take turns.
- Children enjoy exploring. They have time to think and use their good communication skills to express their ideas. For instance, children trace alone a zig zag line and describe it as a 'triangle'. They match a wooden triangle shape and know that the two shapes are the same. Opportunities such as this support children in developing their creativity and early mark-making skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a thorough understanding of child protection and knows how to keep children safe. This includes who to contact and what to do if she has concerns about children's welfare or thinks they may be at risk of harm. The childminder is confident with the process to follow should she have a concern regarding the conduct of others working with children. She completes safeguarding training to ensure she has up-to-date knowledge. The childminder manages risks effectively in her home, garden and during outings. She keeps effective records relating to children's health and attendance.

What does the setting need to do to improve?

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

- review and adapt activities to support younger children's needs even more closely, developing their skills to the highest level
- enhance the use of professional development to focus more precisely on building knowledge and understanding, in order to continuously raise the quality of teaching.

Setting details

Unique reference number	EY456893
Local authority	Surrey
Inspection number	10228766
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	12 January 2017

Information about this early years setting

The childminder registered in 2012 and lives in Woking, Surrey. She operates Monday to Friday from 7.30am to 6.30pm, for most of the year. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hazel Farrant

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 showed the inspector around the premises and discussed how she ensures they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector talked with children at appropriate times throughout the inspection and considered their views. She also took account of the views of parents.
- The inspector had discussions with the childminder. She looked at relevant documentation, such as her public liability insurance.

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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Textphone: 0161 618 8524
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