

Childminder report

Inspection date: 8 June 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 are excited and highly motivated to participate in the learning opportunities available to them. They enthusiastically use their whole bodies to dance to their favourite music. Children listen carefully and follow the instructions in the song, such as 'freeze'. They use musical instruments to try and copy the rhythm of the music. Children's behaviour is good. They work together to help tidy up the environment. Children are very confident and demonstrate that they feel safe and secure with the caring childminder. They give the childminder a cuddle before going off to explore, and they periodically check back in with her. Children develop good social skills. They form friendships with each other and are eager to play together.

The childminder provides good learning opportunities and play experiences that link to the children's individual needs. Children make progress in their learning and development. In the garden, children ride on wheeled toys, which strengthens their large-muscle skills as they use their feet and legs to push themselves along. Children play imaginatively. They use small-world people to act out situations such as going to the doctors. The childminder is actively engaged in the children's play. She continuously interacts with them and supports their learning.

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

- The childminder supports children's communication and language well. Her interactions help to build children's language skills. For example, she repeats words back to children to develop their clarity. She exposes children to new words, such as when they learn the names of sea creatures.
- Children are happy and engaged in the stimulating learning environment. The childminder plans activities that she knows children will enjoy. However, sometimes, activities that the childminder plans are not sequenced as well as they could be to build on children's existing knowledge. For example, the childminder tries to teach children about caring for the environment and removing litter from the ocean, but they struggle to understand this concept.
- The childminder places a strong focus on developing children's literacy skills and love of reading. She is expressive when she reads to children, which keeps them focused and engaged. The childminder acts out stories, which helps to bring them to life. For example, she takes children to the woods to act out the story of 'The Gruffalo'.
- Parents praise the childminder highly. They describe her communication as 'excellent' and state that she shares ideas about how parents can support their children at home. The childminder has established effective partnerships with other early years settings that children attend. She provides parents with summaries of children's progress. This helps her to share with parents any

concerns she might have about children's development.

- The childminder is reflective and evaluates her setting well. She is very committed to her ongoing professional development and uses this to help to improve her setting. For example, she has researched other approaches to early education, such as forest school, and uses elements in her practice.
- Children benefit from a wide range of outings and experiences in the local area. This helps to develop children's understanding of the world. The childminder plans exciting trips that link to the children's interests and current focus, such as going to the local sea-life centre. These opportunities build on and broaden children's experiences from home. Children speak enthusiastically about the places they go when with the childminder.
- The childminder provides healthy and nutritious meals, such as macaroni cheese and broccoli. She promotes children's independence by encouraging them to feed themselves, providing support where necessary. Children learn about the importance of good hygiene, such as handwashing.
- Children explore using their senses and natural curiosity. They watch with interest as they let wet sand drip through their fingers before washing their hands off in the clean water. Children have plenty of opportunities to be outside in the fresh air in the childminder's well-resourced garden. They enjoy planting sunflowers to take home to their families.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to providing a safe and secure environment for the children she cares for. She has embedded procedures to enhance their safety. For example, on outings, each child wears a bright yellow T-shirt with the childminder's logo on so that they can be easily identified. The childminder teaches children how to keep themselves safe, such as by coming down the stairs on their bottom. The childminder is confident in her safeguarding knowledge and knows the local safeguarding partnership procedures to follow if she believes that a child may be at risk of harm. She updates her training regularly to keep her knowledge up to date.

What does the setting need to do to improve?

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

- sequence children's learning more effectively to focus more precisely on what they are ready to learn next.

Setting details

Unique reference number	2546687
Local authority	Surrey
Inspection number	10221506
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 3
Total number of places	3
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Sunbury-on-Thames. She operates all year round from 7.30am to 5.30pm, Monday to Thursday. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jade Orosz

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 to discuss the childminder's intentions for children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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