

# Childminder report

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Inspection date: 10 June 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 make good progress in their learning and development in the care of the childminder and her assistant. The childminder has designed a curriculum to support children's socialisation skills due to the impact of the COVID-19 pandemic. Children immerse themselves in water play, pouring from different containers and testing out their thinking. They share resources well and maintain focus and engagement on this well-planned activity. Younger children stand up by holding on to the tray and giggle as they splash in the water. Children are supported to grow in confidence and develop good manners. For example, when children are feeling shy, they are encouraged to give a 'brave wave' while being reassured by their familiar adults. When children ask for things, the childminder repeats the question back to them, adding in 'please' and 'thank you'.

Children understand and follow the routine of the day. For example, when the childminder's assistant prepares a healthy snack, children excitedly rush to the table ready to sit down. Children follow the rules and boundaries in the setting well, such as understanding the need to wait at the door before going into the garden. Children with special educational needs and/or disabilities (SEND) are supported to manage their feelings and behaviour through the childminder's patient, calming approach.

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

- The childminder has worked hard to create a stimulating learning environment for the children who attend. She has carefully considered the needs of the children and has developed an ambitious curriculum. This enables children to make good progress in their learning and development
- The childminder has effective systems to monitor children's development. She identifies any gaps in their learning and works collaboratively with parents to share any concerns. The childminder uses her knowledge and experience of supporting children with SEND to ensure children's needs are met.
- Parents state that they are 'extremely happy with the care the childminder provides in the welcoming, clean environment.' They say that the childminder and her assistant 'are great communicators and encourage good behaviour and kindness.' The childminder has built strong partnerships with staff at the local primary school that the children attend.
- The childminder provides good support to her assistant and they work together well to evaluate the provision. The childminder attends statutory training to keep her knowledge up to date. However, she has not focused her professional development on extending the quality of education to an even higher level.
- Children have lots of opportunities to play outside in the fresh air. They enjoy playing in the garden, pretending to drive cars and pushing around toy

lawnmowers. The childminder encourages children to feed themselves, which helps to promote their independence.

- Children form secure attachments with the childminder and her assistant. They help children learn the language of emotions, acknowledging and labelling their feelings. The childminder is sensitive when dealing with children's personal care, such as nappy changes.
- The childminder delivers a well-planned and exciting activity to children each day, such as water play. She is clear about what she wants children to learn through these activities. However, there are long periods during the day when activities are not specifically planned. During this time, children freely choose toys to play with, but at times they struggle to maintain focus and move from one resource to the next.
- Babies crawl around, freely exploring the childminder's environment. She adapts the spaces for children to ensure that babies are safe. For example, she places a gate by the step so that babies do not fall. Adults hold babies' hands and encourage them to try and walk. This helps babies to develop the physical skills that they need.
- Children carefully thread beads onto string and post balls into tubes. This helps children to develop good hand-eye coordination and fine motor skills. The childminder reads stories and sings songs to children, which successfully supports their communication and language. Children delight in dancing along to music and become excited when they hear their favourite song.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to keep children safe. She knows the signs that may indicate a child is at risk from harm and is confident in the procedures to follow should she have a concern. She ensures her assistant updates her knowledge regularly through training. The childminder is vigilant to any changes in children's behaviour and records these as appropriate. She helps children to learn how to keep safe online through posing scenarios and role play. The childminder's home is well maintained and clean and she promotes good hygiene procedures.

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

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

- focus professional development more precisely to increase knowledge to a higher level
- review the organisation of the day to ensure that activities are planned purposefully so that children are fully engaged in high-quality learning experiences.

## Setting details

<b>Unique reference number</b>	2550420
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10221565
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	18
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019 and lives in Addlestone, Surrey. She works with an assistant. The childminder cares for children from Monday to Friday, 7.30am to 6pm, throughout the year. She receives funding for the provision of free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jade Orosz

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder provided the inspector with a sample of key documents on request.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and her assistant and the children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views on the setting with the inspector.

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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