

# Childminder report

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Inspection date: 21 June 2022

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**Overall effectiveness** **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy the time they spend at the childminder's home. They are safe, happy and well cared for. The childminder's curriculum is planned to take account of the individual interests of each child. This helps to ensure they are excited to learn. Children have access to a wide range of toys and activities, which motivate their play and learning. For instance, they enjoy making 'tea' as they explore the different scents each tea has. They learn how to scoop water into tea pots and gain good hand-to-eye coordination skills as they skilfully transfer water between different containers.

Children behave well and develop good social skills. They learn the importance of sharing and turn taking, such as when they take turns posting shapes onto the shape sorter with their friends. Children develop good levels of confidence and a willingness to try new activities. They are keen to manage some age-appropriate self-care tasks for themselves. For instance, toddlers learn how to apply sun cream to their bodies. They persist in squeezing cream from the tubes and carefully spread this onto their arms and legs. The childminder praises them as they confidently manage this task, building on younger children's independence well.

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

- The childminder creates a friendly and welcoming environment for children, which supports them to settle happily and feel safe and secure. The childminder has a good understanding about the individual personalities of each child and tailors their care to their needs accordingly. Children develop strong, trusting bonds with her and enjoy cuddles and reassurance when needed. These secure attachments support children to make good progress in their personal, social and emotional development.
- Parents speak highly of the childminder. They value how she keeps them informed about their children's progress. The childminder shares regular updates about children's daily activities and care routines with them, to keep them informed of children's key achievements. However, the childminder does not gain a full range of information about what children know and can do from parents when their children first start. This impacts on the childminder's ability to plan for children's learning from the outset.
- Children make good progress in their physical skills as the childminder captures opportunities to develop this area of their learning well. For instance, as children add coloured pompoms to their water tray, the childminder teaches children how to do this, as she models the activity for them. Children concentrate and follow her instructions. They practise picking these up with tweezers as the childminder encourages them to keep on trying. She praises children as they successfully pick up the pompoms, and children show delight in mastering these new skills.

- The childminder captures opportunities within children's play to introduce new language through her conversations and modelling of new words. Children show good levels of understanding and respond to her well. However, for some children who need additional focus on their speaking skills, the childminder's plans for their next steps in learning are not precise enough. Consequently, this hinders how she can plan and tailor her teaching to support younger children to make the best possible progress in their speaking skills.
- Children learn about healthy lifestyles in the setting. They enjoy nutritious meals and snacks and have plenty of opportunities for physical play and exercise. The childminder promotes children's understanding of healthy routines to support their physical health and well-being. For instance, children learn about the importance of drinking water regularly as they play outside in the warm sunshine.
- The childminder is aware of the impact the COVID-19 pandemic has had on children's learning. She works hard to provide opportunities which children may have missed out on to learn about the wider world. For example, children enjoy regular trips to wildlife parks and woodlands. They also attend numerous group sessions to help support their social development.
- The childminder reflects on her practice and takes a professional approach to making positive changes that support the children she cares for. Since her last inspection, she has made changes to her garden. This helps to promote a greater range of opportunities for those children who prefer to play and learn outdoors.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of her roles and responsibilities to keep children safe. She makes use of regular training opportunities to keep her knowledge of safeguarding up to date. She has a secure awareness of the possible signs and symptoms of abuse, including those that may suggest that children are at risk of extreme views or behaviours. She knows how to report and escalate these concerns to maintain children's physical welfare. The childminder ensures children are safe while in her care. Risk assessments are effective to help her identify and remove or reduce risks to keep children safe.

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

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

- work more closely with parents to assess children's starting points, in order to plan effectively for each child's next steps in learning from the outset
- plan more precisely and adapt teaching to support younger children to make the best possible progress in their speaking skills.

## Setting details

<b>Unique reference number</b>	EY453754
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10136738
<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>	2 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	17 June 2016

## Information about this early years setting

The childminder registered in 2018. She lives in Ash, in Aldershot. She provides childcare Monday to Friday, from 8am to 6pm, for most of the year. The childminder holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Tara Naylor

### 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 childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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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