

Childminder report

Inspection date: 29 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's emotional needs are well supported. Prior to children starting at the provision, the childminder invites children and their parents to attend several settling-in sessions. This enables her to gather information from parents and build early attachments with the children. Children demonstrate that they feel happy, safe and secure as they explore and investigate the many resources.

Children show a positive attitude to learning. From a young age they develop the skills they need for the next stage in their learning. For example, they concentrate for long periods on activities and show curiosity as they explore resources, such as putting the lids on small jars. The childminder uses effective teaching methods to help children to develop their existing knowledge and skills. For instance, she asks them questions to check what they already know. She uses this to adapt her teaching to help children to learn new things. This is observed when toddlers comment that an egg is a goat's egg, and the childminder explains that it is a chicken's egg.

Children's health and well-being are supported effectively. The childminder is passionate about ensuring that children benefit from healthy meals and snacks and have plenty of fresh air and exercise. She regularly takes them on visits to parks, playgrounds and open spaces to enable them to be physically active.

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

- The childminder understands the impact that the COVID-19 pandemic has had on children's personal, emotional and social development. She ensures that learning is further enriched by experiences such as visiting playgroups, zoos and farms. This provides an opportunity for children to have regular contact with other children and adults in their wider community.
- The childminder supports children's communication and language skills well. She constantly provides a narrative and listens carefully to what children have to say. She regularly sings songs and reads familiar stories to the children. Babies listen with interest and smile at the childminder in response to these positive interactions.
- Children behave well. The childminder acts as a good role model and sets clear expectations to guide children on how to behave. For instance, she encourages children to use good manners. Children politely say 'please' and 'thank you' when communicating with the childminder.
- Children have lots of opportunities to complete tasks independently. For instance, they peel the shells from boiled eggs and use age-appropriate safety knives to cut up fruit. These activities provide children with new experiences and help them to learn through trial and error.

- The childminder has a good understanding of how children learn. She provides resources and activities to allow them to develop at their own pace. The childminder recognises the importance of providing a curriculum that encourages children to explore and investigate. Overall, she interacts well with children. However, during some adult-led activities, the positive exchanges between the childminder and children are interrupted. For instance, she stops engaging with children to complete other tasks. This means that the communication and teaching are briefly interrupted.
- Partnerships with parents are good. The childminder works closely with parents and offers suggestions for how they can support their children's learning at home. Parents report that they appreciate the warm, welcoming and fun-filled environment that the childminder provides. They comment that the childminder communicates very effectively with them. Parents remark that their children benefit from the many learning experiences, including cutting foods, listening to stories and singing. These positive relationships provide continuity in the children's care and learning.
- The childminder shows a commitment to her ongoing professional development and has completed all mandatory training. However, there is scope for the childminder to focus on developing her professional knowledge even further, to help promote children's learning to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to keep the children in her care safe. She completes regular training to help her to quickly identify the signs of abuse and neglect. She has robust reporting procedures in place. These include what she should do if an allegation is made against her or anyone who has contact with children. The childminder checks her home regularly to help her to identify and eliminate any potential risks to children. She checks babies regularly while they are sleeping and constantly supervises them during mealtimes.

What does the setting need to do to improve?

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

- improve interactions and engagement during adult-led activities to further develop children's language and communication skills
- explore further ways to extend knowledge and skills even further to help raise teaching to an even higher level.

Setting details

Unique reference number	2506297
Local authority	Surrey
Inspection number	10207766
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in May 2019. She lives in Addlestone, Surrey. She provides care Monday to Friday, between 8am and 6pm, for most of the year. The childminder holds a level 3 qualification.

Information about this inspection

Inspector

Ingrid Howell

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 her evaluation of the provider.
- The inspector carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector sampled a range of documents, including the paediatric first-aid certificate and public liability insurance.
- The inspector took account of the views of parents through written feedback provided.

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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