

# Childminder report

---

Inspection date: 15 September 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	Good
--	------

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

### The provision is good

Children build strong, secure relationships with the caring childminder. They show that they are happy and feel safe in her care. As a result, children make good progress in their learning and develop the skills they need in preparation for starting school or nursery. The childminder organises the environment carefully and considers children's interests when planning activities. Children are confident as they explore the environment and choose what they want to play with.

Children develop good self-care skills and take pride in doing things for themselves. For example, toddlers take the initiative to clean up spillages from lunch and help to tidy up after their play. The childminder supports children's language as she uses familiar songs and nursery rhymes to support children's play. Young children take pride in seeing their creations displayed around the setting and are provided with a wide range of indoor and outdoor activities which promote their learning and development. For instance, young children freely access bats and balls to play indoors during the colder days. They try hard to coordinate their hand and eye, counting one, two, three as they swing to hit the ball time and time again, until they succeed.

Children are confident in the care routines. They willingly join in with predicting what's next and walk themselves to the bathroom for nappy changes, wait to wash their hands, and settle off to sleep quickly at nap time. Children demonstrate high levels of well-being and personal and social development.

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

- Since the last inspection, the childminder has focused on embedding opportunities for encouraging early number recognition into the care and play routines for the children she minds. This supports children's mathematical skills effectively. For instance, young toddlers can be heard correctly sequencing numbers one, two and three.
- The childminder has a good understanding of the children's current development stage and the progress they are making. She effectively plans for what they need to learn next. In turn, children make good progress during their time at the setting.
- The childminder focuses on helping children to be happy, well settled, confident and independent. Children are beginning to weave early literacy into their learning and play, using familiar song and action rhymes. However, at times, the childminder does not make full use of opportunities for them to hear new words and develop their speaking and listening skills even further.
- The childminder knows children and their families really well, seeing them as an extended part of her own family. This is something parents and carers value

greatly. The childminder is passionate about providing the very best care and education for all children. Where required, she also offers parents any support they may need. For example, prior to starting, parents are informed of the childminder's professional responsibility and procedure for signposting children and families to early help services. This helps ensure swift referrals and access to universal family support.

- The childminder communicates effectively with parents and, when necessary, other early years providers. For example, the childminder provides written reports for all children moving on to new settings, including those children transitioning to nursery or school. This ensures continuity for the children, as she shares their starting points, interests and any areas of focus for development.
- Parent feedback is extremely positive and recognises the good service the childminder provides to children. Parents comment on the wide range of activities that are provided and the good progress their children make. They value the wealth of information they receive about their children's care and education. This demonstrates the good level of parent partnership within the setting.
- Children can accurately predict what is next in the daily routine. They act independently and confidently during their self-care tasks, such as nappy changes and sleep time. This allows them to feel comfortable and settle quickly. However, on occasion, children are not consistently supported to regulate their emotions and helped to understand the impact this has on others.
- The childminder is well qualified and passionate about what she does. She networks with other childminders in the local area to share ideas and utilise a range of online content to inspire their own practice.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a working knowledge of safeguarding and knows who to contact should they have a concern. The information the childminder has for key safeguarding contact is correct and up to date at the time of inspection. The childminder understands their role and statutory responsibility in regard to 'Prevent' duty and has a procedure in place for monitoring children's absence. The childminder makes effective use of risk assessments to ensure that children are kept safe from harm.

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

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

- enhance opportunities for children to build their vocabulary and further extend their speaking and listening skills

- strengthen support for children to understand their emotions and consider the impact of their behaviour on others.

## Setting details

<b>Unique reference number</b>	EY484869
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10228987
<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 3
<b>Total number of places</b>	5
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	22 November 2016

## Information about this early years setting

The childminder registered in 2014. She lives in Virginia Water, Surrey. The childminder operates from 8am to 5pm, Monday to Thursday, for most of the year. She receives funding to provide free early education for children aged three and four.

## Information about this inspection

### Inspector

Leanne Merritt

### Inspection activities

- This was the first routine inspection the setting 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 setting and explained how they plan and implement the curriculum.
- The inspector spoke to children at appropriate times during the inspection and took account of the views of parents from written feedback.
- The inspector looked at a selection of documentation and checked the suitability of persons living in the household.
- The inspector observed the quality of teaching and assessed the impact this has on children's progress.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022