

# Childminder report

---

Inspection date: 29 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 demonstrate that they feel safe and behave well. They have built close bonds with the childminder. Children explore the welcoming environment with ease and motivation. Babies who are unsure stay close to the childminder as they play. They join in as the childminder shares a book about animals. All children are extremely happy with the childminder, who takes the time to get to know them well.

Children enjoy learning and are keen to try new activities. They show curiosity and a can-do attitude to try new things. For instance, young children learn how to safely cut their own fruits at snack time, and they use a wide range of one-handed tools as they make play dough. The childminder successfully encourages children to persist at these activities, so that they gain confidence with using new equipment. Children are developing a wide range of physical skills that will be very useful for later writing.

The childminder has high expectations for children's communication and language development. She consistently introduces new vocabulary and models the correct pronunciation of words to support children's understanding. Children often repeat what the childminder says as they play. This supports their early language development.

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

- The childminder has a good understanding of how children learn and develop. She focuses her curriculum on the prime areas to ensure that they have the skills they need to support their future learning. However, at times, the childminder does not successfully identify opportunities that arise during adult-led activities to engage children in meaningful conversation in order to support their learning. For example, she does not consistently extend conversations led by children as they create models with play dough. This means that children's thinking and their existing knowledge are not always effectively challenged.
- Children are supported to learn about good hygiene routines. Babies are supported well to wash their hands, while older children manage this task independently prior to eating. They talk about making sure that there are no germs on their hands.
- Children enjoy a variety of books. The childminder reads to children with enthusiasm. She uses stories to plan activities to broaden children's knowledge. For example, after children have read the story, they create hedgehogs from sticks that they collected on a walk.
- Children have good opportunities to develop their knowledge of colours, shapes and counting through the activities offered. For example, they enjoy exploring

shapes on the light box. Children confidently discuss the different shapes, such as 'circle' and 'triangle'. Children name the colours, such as 'red' and 'green'. All children make good progress from their starting points.

- The childminder ensures that parents send healthy meals for children. However, she does not consistently help children to understand the benefits and effects of healthy and unhealthy foods on their bodies.
- The childminder treats the children with respect. She encourages children to use good manners throughout their time in her care. Children listen very well. With the childminder's gentle guidance and support, they learn about each other's emotions. Young children begin to understand the concept of waiting their turn. For example, during lightbox activity, they demonstrate positive behaviour as they wait for their go.
- The childminder recognises the impact that the COVID-19 pandemic has had on children's social skills. She plans different experiences to support children's confidence. For instance, she takes children to the local community centre and toddler groups, where they learn to meet and interact with children who are the same age.
- Parents speak highly about the service the childminder provides. They comment that the 'wonderful and kind' childminder has supported their children's development exceptionally well. The childminder involves the parents in their children's progress checks at two years old and ongoing assessments. This supports children's continuity of learning and development.
- The childminder evaluates her practice. She accurately identifies her strengths and knows the areas for improvement. For example, she has become part of a local childminding network group, which has allowed her to develop a deeper knowledge of the learning children can get from the various activities she is offering in her setting.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has updated her safeguarding knowledge. She can recognise signs and symptoms of abuse, including radical and extreme views and behaviours. The childminder ensures that all her policies are updated to reflect these. This helps her to keep children safe from harm. The childminder knows the possible signs and symptoms of child abuse and fully understands how to report child protection concerns. She implements policies and procedures to keep children and her home safe. The childminder carries out daily safety checks to help reduce hazards and minimise accidents. This helps her to promote children's safety and welfare to a high level.

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

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

- strengthen the use of opportunities that arise during adult-led activities to challenge children's thinking and build on their existing knowledge even more
- consider opportunities to consistently support and extend children's knowledge and understanding of the effect of healthy and unhealthy foods on their bodies.

## Setting details

<b>Unique reference number</b>	EY368105
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10228449
<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>	0 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	11 January 2017

## Information about this early years setting

The childminder registered in 2008. She lives in Staines, in Surrey. She works from Monday to Thursday, 7am to 6pm, all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kelly Lane

## 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 took that into account in their evaluation of the childminder.
- The inspector viewed the areas used for childminding purposes with the childminder, and discussed how the early years provision and the curriculum are organised.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- An evaluation of the activities was discussed by the inspector and the childminder.
- Parents shared their views through written feedback, which the inspector took into account.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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