

Childminder report

Inspection date: 20 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a stimulating and warm environment for children. She is understanding and kind, which helps children to form strong bonds with her. For example, children go to the childminder and enjoy a cuddle when they need comfort. The childminder places children at the heart of everything she does. She has high expectations of children. Children mostly behave well, and they are considerate to each other. The childminder promotes positive behaviour by offering regular praise and encouragement, to ensure that children feel valued and respected. She is quick to respond to behaviour that is not acceptable. She reminds children why it is not safe to throw things that might hurt their friends.

Children show high levels of engagement as they explore the activities readily available to them from the well-resourced environment. They select toys of interest to play with, both indoors and outdoors, alongside their friends. For example, children excitedly turn the CD player on. They explore different ways of moving to music and name parts of their body. Babies are eager to explore. They enjoy crawling through tunnels and use low-level furniture to reach for toys of their own choice.

All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress. Children learn key skills needed for their next stages in learning, such as starting school.

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

- The childminder has a good settling-in procedure that is tailored to meet each child's needs. This ensures that children are happy, settled and ready to learn when they first start. The childminder gathers detailed information from parents about what children can do and already know at the beginning. She shares information with other early years settings the children attend to enable a consistent approach to children's care and learning.
- Children show good levels of independence and resilience. They wipe their own noses and get their own drinks when they are thirsty. Older children enjoy the responsibility of undertaking tasks independently. For example, they bring their own chairs to the table at snack time and cut their own fruit. Children wash their hands and help the childminder to prepare snacks. This prepares them effectively for future learning. They become more able and confident in their own ability.
- The childminder reflects on her practice to make improvements. She aims to provide the best possible outcomes for children. The childminder and her assistant complete training to maintain their skills and knowledge, to work effectively with children. For example, she completes yearly training in

safeguarding and autism spectrum disorder to support children in their care.

- The childminder provides children with a language-rich environment. She models clear words consistently and sensitively corrects children if they mispronounce them. Occasionally, she does not ensure that she builds silence into her own communication and does not give the children appropriate time to respond. This means that children's early communication skills are not as well supported and extended as they could be.
- The childminder offers children plenty of opportunities to learn about their local community and to develop their social skills. For example, they go to local toddler groups where they interact with other children and take part in group activities. The childminder also works closely with other local childminders and their minded children. Children benefit from plenty of fresh air and exercise. They enjoy outings to the pond to feed the ducks, going to parks and other local places, based on children's interests.
- Partnerships with parents are good and parents make positive comments about the care their children receive. Parents speak positively about the information they receive and are very happy with the progress their children make. They say that their children always look forward to attending and are excited when they see the childminder.
- Children enjoy playing inside where the childminder ensures that there is a range of resources to suit their developmental needs. Children access experiences with confidence, excitement and determination. For example, children are excited to read numbers and count the objects that they collect. This supports their understanding of mathematics. At times, younger children dominate the childminder's attention. This occasionally leads to missed teaching opportunities for her to extend the older and more able children's good learning through further well-focused questions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge and understanding of how to safeguard children effectively in her care. She has a broad understanding of safeguarding issues. This includes how to identify possible indicators that families might have been exposed to extreme views and behaviours. The childminder and assistant complete relevant training in safeguarding and are aware of their role and responsibilities. The childminder can talk with confidence about what she would do in a range of scenarios. She is aware of the procedures to follow if an allegation is made against herself or a family member. Children are well supervised. The childminder develops children's awareness of staying safe. For example, she provides opportunities to practise road safety on outings.

What does the setting need to do to improve?

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

- strengthen planning of activities to make sure all children are engaged and their learning needs are met
- allow children enough time to think and respond to questions during play and discussions, to further extend their learning and development.

Setting details

Unique reference number	EY442256
Local authority	Surrey
Inspection number	10228627
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	19 January 2017

Information about this early years setting

The childminder registered in 2012 and works with an assistant. She lives in Feltham, Middlesex. The childminder operates her service Monday to Saturday, from 5.30am to 9pm, all year round, except for family holidays and bank holidays. The childminder is registered to provide overnight care. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Bev Boyd

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 provider and has taken that into account in their evaluation of the provider.
- The inspector spoke to the childminder and the children at appropriate times.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at evidence of the suitability of the childminder and other adults living and working on the premises.
- The inspector looked at a range of documents, including the safeguarding policy and procedures.
- The inspector took account of the views of parents, from documents containing their comments on the provision.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.

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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