

Childminder report

Inspection date: 28 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

Children are happy and settled in the childminder's welcoming home. They form affectionate relationships with the childminder and feel comfortable in her care. Children explore the toys with support, which helps to build their confidence and independence. Young children develop an interest in songs and bounce to the rhythm of the familiar tunes. Additionally, they are beginning to join in with some of the actions, which aids their comprehension of words. This helps to support children's early language skills.

Young children are encouraged to manage their own self-care needs. They are guided to hold their own water bottles and drink from a straw, which they often do independently. Young children at the setting are in the early stages of being mobile. They manoeuvre around furniture with confidence in the safe environment. This helps to strengthen their muscles to move onto the next stage of walking.

The childminder knows children well. She recognises young children's body language and the sounds they make, for example, when they are tired. The childminder sensitively responds to their wants and needs. Children have ample opportunities to enjoy fresh air and regularly go to the local woods, parks and shops with the childminder. On their outings, they recognise, smile and greet the childminder's neighbours and pets. These experiences support children's social skills of meeting new people and visiting new places.

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

- The experienced childminder has an ambitious vision to provide high-quality care and education. She has a good understanding of how young children learn and develop. The childminder uses information gathered from parents at the start to plan children's next steps in learning. She regularly assesses children's ongoing progress and shares this information with parents. Children make good progress from their starting points.
- The childminder is a good role model and supports children in developing a positive attitude to learning. She expressively narrates what she is doing. As a result, children show excitement and try out new things. For example, while showing children how to roll cars across the floor, she exclaims, 'ready, steady, go', enthusiastically. Children mimic her actions and persevere at making the toy cars move. They show a sense of pride as the childminder praises their efforts.
- The childminder supports children in developing their creativity and imagination skills. For example, she models talking on a toy phone and calls out, 'Hello'. Children mimic the action, put the phone to their ear and try to talk. The childminder understands that through repetition, she encourages the young children to begin and do this themselves.

- Children are active learners. They enjoy experiences that allow them to handle and feel real items. For instance, during their woodland visits, children have opportunities to find and handle natural materials. In this way, they develop an understanding of the natural world.
- The childminder has high expectations of children's behaviour and conduct. From an early age, she instils the importance of being polite and using good manners. She models this for young children by saying 'thank you' when they give her something.
- Children show increasing levels of engagement as they play with toys that captivate their interest. The resources available to children in the childminder's home are suitably matched to their age and stage of development. However, some of these limit children's ability to develop their curiosity and explore with their senses during their self-chosen play.
- The childminder understands the significance of supporting children to have an awareness of the diverse world we live in. She knows about the home backgrounds of children in her care. However, the childminder does not make the best use of opportunities to fully represent and value children's home cultures and identities.
- Parents speak with great fondness about the childminder's care and the information they receive about their children's progress. They are grateful for the guidance the childminder gives to support children's development at home.
- The childminder is dedicated to continually improving her provision and undertakes training to enhance her already good knowledge and understanding. She has recently completed a safeguarding course, which has further supported her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibility to safeguard children. She has completed relevant training and keeps her knowledge up to date. She can confidently describe the potential signs that children may be at risk of harm, including exposure to extremist views and behaviours. The childminder knows how to report any concerns about a child's welfare and an adult's conduct to the relevant agencies. The childminder supervises children closely and provides a safe environment for them, both indoors and outdoors. Children learn about safety. For example, they learn how to cross the road safely when out on trips by looking out and listening for any vehicles before they cross with the childminder.

What does the setting need to do to improve?

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

- extend opportunities for children to value their home backgrounds and support

their understanding of the diverse world they live in

- review and consider ways to extend the availability of resources and opportunities to inspire children's curiosity and take their learning to a higher level.

Setting details

Unique reference number	160506
Local authority	Surrey
Inspection number	10234276
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 1
Total number of places	6
Number of children on roll	3
Date of previous inspection	2 March 2017

Information about this early years setting

The childminder registered in 1994. She lives in Ash, in Aldershot, Hampshire. She provides care Tuesday to Friday, from 7.30am to 4pm, all year round. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Sonia Panchal

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 setting.
- The childminder showed the inspector around her home to check the premises are safe and suitable for children.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their written views of the setting with the inspector.
- The childminder provided relevant documentation for the inspector to review, including evidence that she is suitable to work with children.

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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