

Childminder report

Inspection date:

13 October 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy coming to the childminder's house and have fun playing with their friends. They begin to use their imagination in their play. For example, they stand at the toy kitchen and use the saucepans and play food to 'cook' their meals. Children like to push toy cars back and forth and show interest in the wheels going round. Others start to practise mark making with electronic writing pads that are placed on the walls.

The childminder and her assistant observe children's play and get to know their interests. The childminder and her assistant observe children's play and get to know their interests. They are clear on what they want children to learn next. They provide a wide range of resources that reflect children's interest. For example, children concentrate on certain activities, such as construction. They build towers and compare the individual height of each tower. However, at times, learning is not consistently promoted through high quality interactions. For example, during garden play, children often wander without purpose. As a result, children are not always engaged in meaningful learning. This has an impact on the overall progress they are able to make.

Children's independence skills are encouraged well throughout the daily routine. They wash their hands independently after playing outdoors, under the supervision of the childminder's assistant. Children receive positive encouragement and instructions when dressing themselves and putting on their own shoes.

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

- The childminder keeps parents informed of their children's day with her. She shares information with them about their children's personal care needs and any outings she takes them on. Parents write that they are happy with the care the childminder and her assistant provide. They comment that they value the regular updates she shares with them throughout the day via messages and pictures. Parents are pleased that children have formed secure attachments with the childminder and her assistant.
- The childminder and her assistant understand the importance of giving children plenty of fresh air and exercise. Children enjoy frequent trips to local parks to exercise their large and small muscles, supporting their physical development.
- The childminder and her assistant get to know children well. However, they do not target learning consistently well to extend children's individual skills. This means that, at times, children do not have purposeful activities that motivate and engage their interests and the atmosphere becomes disorderly. This does not help children to develop positive attitudes to learning through their play.
- Children respond well to the praise the childminder and her assistant provide

when they behave well and try hard. They play alongside each other and are content in the company of their friends. Older children show kindness to others and give a favourite toy to their younger friends to play with.

- The childminder provides a wide range of toys and resources in her home. However, the learning environment is not organised effectively. As a result, areas of the setting can become cluttered, meaning children have limited space to move around freely. At times, this limits how children learn through their curiosity and exploration in play.
- Children enjoy story time with the childminder and her assistant. This encourages their communication and language well, overall. The childminder's assistant introduces vocabulary in a story, such as 'spiky' and 'cauldron'. However, at times, she does not engage all children in the story and some children lose interest. Therefore, the learning outcomes are not the same for all children.
- Children respond well to instructions from the childminder and her assistant. For example, children choose what they want to play with, and the childminder asks them to help tidy up before snack time. This helps to promote children's personal development throughout the daily routine.
- The childminder and her assistant are attentive to children's needs, such as when they become tired and need a nap. This has a positive impact on children's emotional well-being and helps them to feel secure in the childminder's care.
- The childminder provides some relevant guidance to her assistant. For example, she supported her while she studied for her National Vocational Qualification. The childminder and her assistant have previously attended relevant training. However, the childminder does not focus on her continual professional development, or that of her assistant, to raise the provision to a consistently good level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant know how to recognise the signs and symptoms of potential abuse, and the procedures to follow should any concerns arise. They are able to talk about risks to children, including those relating to radicalisation and extreme behaviours. The childminder and her assistant have a secure knowledge of the procedures to follow should an allegation be made against themselves or any adult living or working in the childminder's home.

The childminder and her assistant keep their knowledge of safeguarding up to date through training.

What does the setting need to do to improve?

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

- enhance staff's understanding of child development, so that children are able to reach their full potential through precisely planned activities and high-quality interactions
- review and improve the organisation of the learning environments, indoors and outdoors, to provide children with more suitable space to play and learn.

Setting details

Unique reference number	EY357610
Local authority	Surrey
Inspection number	10228436
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 5
Total number of places	6
Number of children on roll	8
Date of previous inspection	16 February 2017

Information about this early years setting

The childminder registered in 2007. She operates from her home in Walton-on-Thames, Surrey. She works Monday to Friday from 8am to 6pm and works with an assistant. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Katharina Hill

Inspection activities

- This was the first routine inspection the provider 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 observed the implementation of the curriculum during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder and they discussed their findings.
- The inspector spoke to children to find out about their time at the setting.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector considered the written views of parents provided on the day of the inspection.

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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