

Childminder report

Inspection date: 3 November 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 form secure and nurturing bonds with the childminder. She creates a welcoming environment in which they feel safe and secure. Children readily select story books and snuggle up to the childminder, who meets their emotional needs. The childminder knows what resources and activities the children like to engage in and ensures these are readily available. This builds the children's self-confidence, as they can choose activities that interest them. For example, children spend time playing with farm animals and creating imaginative play stories.

Children develop positive attitudes towards behaviour and helping each other. The childminder praises children for sharing and redirects behaviours of younger children who are still learning about the world around them. For instance, when a younger child begins to explore another child's toy, she explains what is happening and helps the children to take turns.

Children are encouraged to build their independence and self-help skills, feeding themselves during snack and mealtimes, for example. The childminder models to younger children how to use utensils and gives praise as children have a go themselves. This develops their confidence in their own abilities.

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

- The childminder knows the children well and ensures that they are progressing in their learning and development. She identifies the progress individual children have made and knows the next steps she would like children to achieve. This information is shared with parents through daily feedback and more formal methods, such as two-year-old progress checks.
- The childminder is well qualified and seeks to improve her own professional development. She works closely with a network of local childminders to share ideas and support her practice. However, at times, she does not make full use of wider professional development opportunities, to extend her knowledge in different areas.
- Children benefit from regular trips in the local community. They attend group activities to build their social skills and develop their confidence in groups while supporting their interest in the wider world. Children excitedly look at photos of activities they have engaged in on previous visits, recalling their experience of a craft activity.
- The childminder works in partnership with parents. Information such as home languages and daily routines are used to help children settle in quickly and make progress. However, the childminder does not consistently use the information she has gained from parents to help children learn about their own communities and cultural values. For example, while the childminder gains information on

familiar words for children who speak English as an additional language, this is not consistently used to aid their communication.

- The childminder provides children with the opportunity to be physically active in their play. She recognises the importance of daily outdoor activities and plans trips to the local park or to engage in play in the garden. In bad weather conditions, the childminder encourages children to be physically active indoors. For example, children take part in a music and movement session, with the childminder modelling actions and movements.
- The childminder encourages children's independence and resilience. She praises children for trying and encourages them to have a can-do attitude. During a craft activity, the childminder positively encourages children to try to peel stickers and use resources independently through demonstrating the skills required. Children successfully persevere and show delight in their newly learned skills. This supports children in developing a sense of pride in their own achievements.
- Mathematical concepts are introduced into everyday activities as children play. For instance, as children build a tower with blocks, the childminder encourages older children to count. She introduces words such as 'big' and 'small' for younger children. This supports children's development of simple mathematical concepts.
- Children are given the opportunity to engage in quality conversations with the childminder, who models language well. As a result, children's communication and language skills are good. The childminder listens attentively to children as they talk, acknowledging what they have said through questions and repeating words.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility in keeping children safe. She regularly updates her safeguarding knowledge through training. The childminder understands the procedures to follow if she has any concerns regarding children's welfare and can describe indicators that a child may be at risk of harm. The childminder knows how to report any allegations made against her or a family member. Risk assessments are used by the childminder to ensure that potential hazards are identified and removed. She has established procedures in place to ensure the safety of children in the event of a fire or accident. This helps to keep children safe.

What does the setting need to do to improve?

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

- provide children with further opportunities and experiences to deepen their

knowledge of their own cultures and communities and those of others

- extend professional development opportunities to ensure all children benefit from the knowledge gained, to continuously raise the quality of education.

Setting details

Unique reference number	EY368623
Local authority	Surrey
Inspection number	10235181
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	15 to 36
Total number of places	3
Number of children on roll	4
Date of previous inspection	27 March 2017

Information about this early years setting

The childminder registered in 2008. She lives in Woking, Surrey. She cares for children four days a week. The childminder is in receipt of funding for the provision of free early education for children aged three and four.

Information about this inspection

Inspector

Megan McClellan

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 has taken that into account in their evaluation of the setting.
- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she provides for children.
- The inspector viewed the indoor and outdoor learning environments.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of the suitability of those living in the household.
- The inspector carried out a joint observation with the childminder.

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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