

# Childminder report

---

Inspection date: 21 November 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 are happy and enjoy their time with this fun and caring childminder. For example, younger children proudly show off their physical and independence skills when they make pretend cups of tea, and use utensils to stir and make 'apple crumble'. Children are confident communicators. For instance, they chat happily to visitors about their home lives and proudly show off new skills they have learned, such as hopping and counting in different languages. Children learn new words, such as 'squishy' and 'crunchy', as they are encouraged to roll out and squash cereals to make edible sand.

Children enjoy nursery rhymes and singing. For example, children participate enthusiastically in learning nursery rhymes, such as 'sleeping bunnies.' They carry on hopping afterwards and hold hands with their friends, smiling broadly. Younger children develop good physical skills, as they learn how to drink from cups and feed themselves. Children develop good hygiene routines and manage their own personal care. For instance, before eating, children know how to use soap and rub their hands together to get them clean, and collect tissues to wipe their own noses.

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

- The childminder has good partnerships with parents. Parents say that their children make good progress in her care, particularly with their speech, confidence and behaviour. Parents report that she communicates well with them. For example, the childminder sends parents regular photos and comments about what children have been doing. Parents say that the childminder explains the activities that she provides for their children well. She also offers parents ideas of how to continue children's learning at home.
- The childminder is a committed professional. She has attended some training to enhance her existing knowledge and is continually looking at ways to improve. She now needs to focus her training further, to enhance children's learning experiences to an even higher level through well thought out questions.
- Children receive good support as they get ready to move on to the next stages in their lives and school. The childminder shares detailed reports with parents, meets teachers and supports children in their school visits. This helps them to feel very secure and ready for the next stage of their learning.
- Children are keen to do things for themselves. The childminder helps them to gain independence in their personal hygiene and self-care. Children hang their coats up, know where to put their shoes and tidy away the toys they use. The childminder encourages children to use good manners. Children say 'please' and 'thank you' unprompted at lunchtime.
- Children learn about the importance of a healthy lifestyle. They are provided with opportunities to be involved with and make decisions about healthy snacks

that they would like. Children learn about the importance of choosing foods that are less sugary, and why they need to brush teeth as they chat to the childminder during mealtimes. Children are developing a good understanding of the importance of good oral hygiene.

- Speech and language is modelled very well by the childminder. Children receive gentle corrections as she repeats back what they have said. They enjoy listening to the childminder as she explains what they are doing as they play. Children repeat the key phrases she says in their own play.
- The childminder adopts a positive and supportive approach to children's behaviour. She interacts with children and joins in their play. Children receive lots of praise for their efforts that builds their self-esteem. They are willing to have a go at activities. This is evident when children happily join in the experience of counting fish in jelly.
- The childminder supports children who speak English as an additional language extremely well. She quickly identifies children who need additional support. The childminder works effectively with parents and learns key words in the children's home languages. She puts strategies in place, tailored to children's needs and preferences. As a result, children make good progress in their learning and development.
- The childminder finds out about children's experiences at home and builds on these in her setting. For example, for those children who do not have easy access to outdoor spaces, they visit parks and woodlands where they build dens, splash in muddy puddles and feed ducks.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an in-depth knowledge of child protection issues and local procedures to fully promote children's welfare. She recognises the signs and symptoms of abuse, such as domestic violence and radicalisation. The childminder supervises children closely. This protects children and helps them to develop confidence and responsible behaviour, which helps to keep everyone safe. The childminder effectively liaises with outside agencies, helping to support children and their families when the need arises. She completes daily checks to ensure her home is safe and secure.

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

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

- focus training to help raise the quality of teaching and further support children's learning and development to a higher level.

## Setting details

<b>Unique reference number</b>	EY475887
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10228892
<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>	2 to 9
<b>Total number of places</b>	13
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	22 November 2016

## Information about this early years setting

The childminder registered in 2014 and lives in Egham, Surrey. The childminder offers her service Monday to Friday for most of the year, from 7am to 6.15pm.

## 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 childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She held discussions with the childminder to understand how she organises the curriculum.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector spoke to children during the inspection. She also viewed written feedback from parents.
- The inspector observed areas used for childcare purposes, care routines and the activities taking place indoors.

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