

Childminder report

Inspection date: 21 November 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and safe at this warm and welcoming setting. The childminder aims to provide a 'home-from-home' environment and has succeeded with this. Children demonstrate positive behaviour. They are developing lovely bonds together. Older children enjoy engaging with their younger friends. They hold their hands and 'row the boat' with them, while singing favourite nursery rhymes.

Very young children develop strong attachments with this caring and attentive childminder. When children first start, the childminder gathers information from parents to help to promote a consistent approach in children's care and learning. Young children snuggle up to the childminder and enjoy lots of cuddles. These strong attachments help children to feel secure and contribute to their emotional well-being.

Children have many opportunities to help develop their sense of self. The childminder's interactions are consistently warm and caring, and she recognises when to promote children's independence. Young children use the childminder as their secure base from which to explore the world around them. Older children also learn to develop their independence skills. For example, they wash their hands before snack time, attend to their own personal care needs and access the resources they wish to play with.

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

- Personal, social and emotional development is at the heart of the childminder's curriculum. She meets the needs of young children effectively. For example, the childminder closely follows the care routines that they are familiar with from home for a consistent approach.
- The childminder promotes children's mathematical skills spontaneously. She makes the most of play and everyday routines. For example, she encourages and models counting, as children build towers with bricks and labels the shapes children see in the environment.
- The childminder builds on children's love of books. She supports early language and communication with the youngest children while looking at hard-backed sensory books. For example, she points to the pictures and responds to young children's gestures and babbles with interest. The childminder provides a running commentary on children's actions. This supports their language development and encourages them to be part of conversations.
- The childminder uses her knowledge of children's interests well to plan relevant activities. For example, she uses play dough and other materials to encourage older children's speech development, as they share their creative ideas with her.

She provides children with a narrative to their exploration, which helps them to learn new vocabulary. However, sometimes the childminder does not encourage children to connect the ideas they have to previous learning experiences in order to extend their knowledge even more.

- Overall, children develop a good understanding of keeping healthy. They benefit from daily opportunities to be physically active, such as when they demonstrate their dancing skills to both the childminder and inspector. The childminder encourages children to try a selection of fruit at snack time. However, she misses opportunities to talk to children about making healthy food choices. This impacts on children's understanding of developing healthy lifestyles.
- The childminder develops effective partnerships with local nurseries and schools. She shares relevant information with teachers when supporting children's transitions. The childminder completes the required development checks and shares them with parents and health visitors. She engages regularly with a group of local childminders. The childminder completes relevant online training to keep her knowledge up to date.
- Children's literacy skills are appropriate for their age of development. The childminder encourages them to make marks for a purpose. For example, older children practise following patterns in preparation for writing their names.
- Children behave well. For instance, they share resources well and older children take turns with their younger friends. Young children explore a range of technological toys with different colours, shapes and sounds. They enjoy exploring cause and effect as they carefully post blocks into the top of the 'train' and clap their hands when it plays a tune.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of the signs and symptoms that may indicate a child is at risk of harm. She understands the procedures to follow, and the appropriate agencies to contact, should there be any concerns about a child's safety or well-being. The childminder completes training to support her role and ensures that her knowledge remains up to date. She makes arrangements to test out her safeguarding knowledge through discussions with a network of local childminders. The childminder's home is an organised, safe environment in which children can play and explore. 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:

- ensure adult-guided activities engage and extend children's learning and creativity fully, such as through making links to what children already know and

understand

- use everyday opportunities as they arise to enhance children's understanding of healthy lifestyles and eating practices, to further promote their good health.

Setting details

Unique reference number	120695
Local authority	Surrey
Inspection number	10228200
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	1 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	23 November 2016

Information about this early years setting

The childminder registered in 1996. She lives in Tongham, Surrey. The childminder operates Monday to Friday, from 7.30am to 6pm, throughout the year. She is registered to provide funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Nina Lambkin

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 and the childminder completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents. This included evidence about the childminder's suitability and training.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022