

Childminder report

Inspection date:

25 November 2022

Overall effectiveness	Good
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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 happily enter the childminder's care and quickly settle into the routines of the day. They make choices in their play and are confident to ask for help when needed. Children independently access resources that are easily accessible in low containers. This allows children to see and understand what they want to play with and explore. The childminder knows the children well. She plans activities that she knows will engage them based on their interest, such as play dough and construction. For example, she uses children's interest in play dough to encourage colour recognition. This helps to encourage children to develop their concentration skills.

Children are polite and behave well. They know what is expected of them and follow the rules and boundaries. Children regularly help with tasks such as tidying away or getting ready for snack time. They go out daily and enjoy fresh air and exercise outdoors. Children benefit from using various local parks, where they use the selection of apparatus to develop their physical skills.

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

- The childminder creates an environment that is rich in language. There is lots of singing and rhymes throughout the day. She models, repeats and praises language. As a result, children become confident and able communicators from a young age.
- There are settling-in processes in place when children first start. The childminder takes time to get to know the children, gathering essential information from parents about each child before they start. She tailors the settling-in period to suit the children and their family. This means new children settle in quickly and feel comfortable in the care of the childminder.
- The childminder promotes healthy eating and lifestyles. Children are taught about the importance of eating healthy foods. For example, they eat fresh fruit daily and learn about which food is good for them. The childminder works in partnership with parents to promote their understanding of a healthy diet and good oral health. This helps to encourage children's good health.
- The childminder has high expectations of children's behaviour. She role models calm and considerate behaviour during her interactions with children, praising their achievements at each opportunity. This results in a calm environment, where children engage with their play and grow in confidence.
- Children engage independently in play for long periods. However, the childminder does not consistently make good use of these opportunities to interact and support children, by helping them to extend and develop their play ideas. This means that, on occasion, children are not always supported to make the best progress they can.

- Parents speak highly of the childminder and appreciate the regular and daily contact she provides about their child's day. They appreciate the different activities and the outdoor adventures she provides. For example, parents remark about the value of visiting local parks and playgrounds.
- The childminder gives children lots of care, love and attention. Children generally help with their care routines, washing hands with support and peeling bananas. However, these are not consistent through the day. The childminder does not consider how to engage children to be more independent during self-care activities.
- The childminder introduces early mathematical concepts into everyday activities. Children learn to count and recognise numbers. The childminder introduces mathematical language during construction activities. For example, while they're building, she encourages children to describe how tall and long their structure is. Children are able to confidently use mathematical vocabulary to describe their models.
- Children learn about a range of cultures through celebrations and festivals, and enjoy activities based around festivals such as Chinese New Year and Easter. This promotes respect for different people and helps children to understand the diverse world in which they live.
- The childminder knows her strengths and is keen to continuously improve her practice. She accesses numerous training courses and other useful information online to consistently update her skills and knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of her responsibility to protect children from harm. She has good understanding of potential indicators of concern related to a child's welfare. She understands the procedures to follow and who to notify to deal with her concerns. The childminder keeps her safeguarding knowledge up to date. She knows the correct procedure to follow if an allegation was to be made against her or a member of her household. The childminder uses risk assessments effectively to keep children safe in her home and when on outings.

What does the setting need to do to improve?

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

- strengthen interactions to further extend children's learning and challenge their thinking
- support children to participate in self-care routines independently, to equip them with the necessary skills for later life.

Setting details

Unique reference number	EY443233
Local authority	Surrey
Inspection number	10228633
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	2 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	10 January 2017

Information about this early years setting

The childminder registered in 2012. She lives in Weybridge, Surrey. She cares for children from Monday to Friday, from 7am to 5pm, for most of the year.

Information about this inspection

Inspector

Natalie Atkins

Inspection activities

- This was the first routine inspection the childminder has 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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.

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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