

Childminder report

Inspection date: 7 February 2023

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 are relaxed and settle well in the childminder's welcoming home. They form warm and caring relationships with the childminder and her co-childminder and assistant. Children are emotionally secure, as the childminder and her assistant have a very good understanding of the individual needs and routines of each child. For instance, the childminder arranges personalised visits for parents and their children before they start. This helps to cater for their individual needs and ensures that all children settle with ease.

Children have a positive attitude to their learning. They enjoy making independent choices about what they might like to play with next. Children have fun exploring the 'tray boats', talking to the childminder about the volcano and revisiting previous learning of positional language. The childminder encourages children to count bricks as they build a bridge from the island to the volcano, discussing how they must be careful as lava is hot. Children thrive on the praise and encouragement the childminder offers them.

Children behave well. The childminder and her assistant provide a good example, close support and clear guidance to help children share, take turns and play kindly with others. They help children learn how to keep themselves safe. For example, children understand where they need to be careful when playing in the garden and how to navigate the garden steps.

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

- The childminder, co-childminder and her assistant know the children well. When children start attending the setting, they gather information from parents about the children's development and interests. This information and their own observations are used to plan children's next steps in learning. Activity ideas are shared well with parents, supporting consistency in children's learning. All children make good progress during their time with the childminder.
- Children enjoy developing their imaginative skills as they build different models, such as with magnetic blocks. The childminder talks to the children about their creations. They describe how the models look, developing a wider mathematical vocabulary as they identify different shapes and colours.
- Parents are highly complementary of the childminder. One parent comments, 'It is the best of both worlds, like a nursery but with a home-from-home feel.' They say that their children love attending the setting. Parents are happy with the communication provided by the childminder. The childminder helps parents to understand how they can support learning at home. For example, she sends home a newsletter with ideas to extend learning away from the setting.
- The childminder and her assistant support children's communication and

language development well. Children learn new words to extend their vocabulary, and adults repeat words clearly to help children pronounce them correctly. The childminder asks children questions to encourage them to speak in longer sentences. However, at times, activities can be lengthy and younger children lose interest without being able to extend their learning or master new skills.

- The childminder and her assistant understand children's individual needs well. They support children to value their similarities and differences. This enables children to develop an understanding of the needs of others. For example, older children are patient and caring towards their younger peers. As a result, all children are developing a strong sense of belonging, including children who speak English as an additional language.
- The childminder accesses a range of training opportunities and has received support from the local authority. She reflects on her practice well. However, she does not have a well-established system in place for regular staff supervision and professional development. As a result, her assistant's practice could be strengthened to enhance the quality of teaching and learning.
- The childminder, co-childminder and her assistant provide healthy snacks of fruit and vegetables. They teach children about the importance of keeping their teeth clean. This helps children learn about good oral health.
- Children develop self-care skills for some of their personal needs. For example, children wash their hands and feed themselves. However, occasionally, the childminder completes tasks that children are capable of attempting and mastering themselves, such as putting on their coats and shoes. Consequently, the childminder does not always use opportunities to extend children's self-care skills to increase their independence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder works hard to develop her knowledge and understanding of safeguarding. She knows about safeguarding concerns, such as female genital mutilation, county lines and preventing radicalisation. She understands her role and responsibilities in safeguarding the children in her care. The childminder understands how to identify and report any concerns she may have about a child's welfare to the relevant services. The childminder keeps her home clean and free from hazards. She regularly assesses the risks related to her resources and environment. The childminder's assistant has a good understanding of how to safeguard children. He feels comfortable to speak with the childminder if he needs support.

What does the setting need to do to improve?

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

- refine the organisation of activities so that all children are supported and effectively engaged to help them extend their learning and master new skills
- strengthen the already good practice by evaluating staff interactions more effectively, to further enhance teaching and learning
- extend opportunities for children to develop their self-care skills to help increase their independence.

Setting details

Unique reference number	EY492046
Local authority	Surrey
Inspection number	10275133
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	10
Number of children on roll	10
Date of previous inspection	5 February 2018

Information about this early years setting

The childminder registered in 2015. She lives in Woking, Surrey. The childminder works with another registered childminder and an assistant. She provides care for children Monday to Thursday, from 7.30am until 6pm, for most of the year. The childminder is in receipt of funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Harrison

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 childminder.
- The inspector and the childminder carried out a joint observation together.
- Parents shared their views about the childminder with the inspector.
- The inspector had a learning walk with the childminder. They discussed the curriculum for the children.
- Children's play was observed and evaluated.
- The childminder provided the inspector with a sample of documentation to view.

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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