

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 happy and secure and thoroughly enjoy their day with the childminder and her assistant. They behave well and show the ability to manage their own emotions. Younger children immediately seek the reassurance of the childminder if they become upset. Children are kind and patient under the effective role modelling of the childminder. They are learning to share with each other in their play and this helps them to build important social skills. Children are excited learners. They eagerly explore the learning environment that the childminder takes immense pride in providing for them. This helps children to remain engaged and develop more skills in their learning. For instance, children concentrate for longer periods as they complete jigsaw puzzles by matching correct pieces.

Children have many opportunities for outdoor play, such as regular trips to parks and woodland walks. Children are developing an early awareness of managing simple risks as they run, balance and negotiate spaces. They are encouraged to be independent in their own self-care. For example, older children help to cut fruits for snack time and younger children learn to feed themselves. Children receive high levels of praise and this helps them to build positive self-esteem and confidence in their growing abilities for their future learning.

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

- The childminder has dedicated many years towards her role and continues to strive to provide children with the very best care and attention. She has worked well towards the recommendation set at the last inspection. For instance, she uses self-evaluation effectively to continuously improve areas of her provision. The childminder understands the importance of gathering the views of parents and the children to help to inform areas for change.
- The childminder plans well for her professional development and for that of her assistant to keep their knowledge up to date. For instance, they attend webinars or courses that help to strengthen their teaching practice continuously.
- Children are making good and steady progress. The childminder tracks and monitors their development precisely to quickly identify gaps in their learning. This helps to ensure that children receive additional help if required. The childminder has established good links with other settings that children attend. She recognises the need to share information and provide children with a joined-up approach towards their future development.
- The childminder establishes strong partnerships with parents and this continues to be a particular strength of the setting. She fully involves parents in the progress their children make and how they can support them at home. Parents are very complimentary about the service the childminder provides. Older children who used to attend the setting recall the immense impact that the

childminder and her assistant have had on helping them to grow into confident and self-assured individuals.

- Children are starting to use early mathematics in their play. They use their critical thinking skills with the childminder as they count red items for a Valentine's Day activity. Children enjoy reading stories with the childminder and her assistant. They are able to use their recall and memory skills as they sing songs and remember words and actions. Older children show their impressive early literacy skills as they recognise their own names and those of other children displayed on the walls.
- The childminder introduces children to some cultural activities and events, such as Chinese New Year, to help children start to learn about the wider world around them. However, children do not have independent access to a wider range of resources or opportunities to help them to build further on their awareness of the similarities and differences between themselves and others.
- Children are developing good communication and language skills. They are given time to increase and use their range of vocabulary under the childminder's gentle encouragement. The childminder and her assistant introduce a variety of words and questions that help to build on children's growing abilities. Children happily express themselves and know that their own views and suggestions are valued.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant towards protecting the children in her care. She has robust policies in place that she regularly reviews and updates. The childminder and her assistant are confident in how they would identify potential signs of abuse and in the procedures the childminder would use to report any concerns. This helps to protect the welfare of children. The childminder uses good risk assessments at home and on outings to help to keep children safe and secure at all times. The childminder and her assistant are aware of other safeguarding issues, such as county lines and radicalisation.

What does the setting need to do to improve?

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

- strengthen opportunities for children to build on their awareness of the similarities and differences between themselves and others.

Setting details

Unique reference number	120738
Local authority	Surrey
Inspection number	10262977
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	13 April 2017

Information about this early years setting

The childminder registered in 1984 and lives in Lightwater, Surrey. The childminder's husband works as her assistant when required. The childminder is a registered nurse and has a relevant childcare qualification at level 3. The childminder works all year round, on Mondays and Tuesdays from 8am to 6pm.

Information about this inspection

Inspector

Gwendolyn Andrews

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 accompanied the childminder around the areas of the home used for the childminding provision. The inspector took the comments of parents and children into consideration.
- The inspector observed the interactions between the childminder, the assistant and the children and assessed the impact the teaching has on children's learning and development.
- The childminder, the assistant, the children and the inspector spoke at appropriate times throughout the inspection. The inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The childminder and the inspector discussed professional development and how the childminder evaluates her provision and the current areas identified for improvement. A range of documents were sampled, including suitability checks.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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