

Childminder report

Inspection date: 8 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 excited to learn at this welcoming setting. They show good social skills, as they greet new people with a wave and a smile. Children love to engage in the interesting range of activities on offer. They explore independently as well as with their friends. Younger children follow older children's good levels of engagement, showing positive attitudes to learning. For example, they patiently unpick jewelled stickers to use on their own creations. Children are given opportunities to express their unique personalities. They relate their observations to their own interests, for example when noticing different colours and saying, 'Red like Spiderman.' This demonstrates their good grasp and ability to make connections in learning.

Children behave well and show good manners, often without being prompted. They understand the value their positive actions have on others. For instance, children readily shake hands with each other, helping to create an atmosphere of mutual respect. They are familiar with the routines of the day and feel safe. Children listen intently and respond appropriately to the childminder's kind and encouraging manner. They eagerly develop their self-care skills, for example when having a go at putting on shoes and coats to get ready for the garden. Children are proud of their achievements and are praised well for their efforts. This helps to support their growing confidence in their own abilities.

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

- The childminder demonstrates enthusiasm and enjoyment for her work. She has a clear vision and strong commitment to provide the best quality education and care. The childminder uses a variety of development opportunities to enhance her professional knowledge and improve children's outcomes. For example, she has completed online training to promote children's good behaviour and has used many of the strategies with great success.
- The childminder gets to know children well, right from the start. This helps her to highlight their interests and what they can do already. The childminder uses this information to plan exciting activities that help children to move to their next stage in development. For instance, she identifies and works on children's need to strengthen their hand muscles and prepare them for more controlled strokes when using a paintbrush.
- The childminder supports children's communication skills well. She models key words that children hear during play and encourages them to apply these in appropriate contexts. For instance, she describes the glue as 'sticky'. Children use this word to describe other items they play with. The childminder skilfully rewords what children say incorrectly to help them master the use of tenses and the correct pronunciation.

- Children learn about the environment and local community by visiting local places of interest, such as the woods and playgroups. They are physically active and thoroughly enjoy these outdoor experiences. Additionally, these help them to gain confidence, experience new things and meet different people. The curriculum on offer incorporates special occasions from children's own lives, as well as celebrations from other cultures. This allows children to understand and respect the similarities and differences between themselves and their friends, as well as the wider community.
- Children learn to lead healthy lifestyles. This is sometimes encouraged through simple discussions about washing hands before mealtimes, eating healthy food and consuming treats in moderation. However, the childminder does not consistently use all opportunities to help children understand the benefits of nutritious food, regular exercise and good hygiene routines on their bodies.
- On the whole, the childminder's interactions help children to further their knowledge and skills. However, at times, her practice does not fully maximise children's learning and take them to the next level. For example, while getting ready for a painting activity, children say, 'I have a big paintbrush.' This is not explored further to make comparisons between different sizes of paintbrushes used by others, or to consider the use of appropriate vocabulary related to size.
- Parents are very complimentary about the childminder. They are impressed with their children's good progress, including their raised levels of confidence and independence. Parents look forward to receiving daily photos of their children engaged in activities and appreciate the childminder's guidance, for example when children learn to use the toilet.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly undertakes safeguarding training to keep updated about any changes. She is alert to the possible signs of abuse. This includes those which may indicate that a child is at risk of exposure to extreme behaviours and views. The childminder knows how to report any concerns about a child's welfare to the relevant agencies. This helps to protect children from harm. The childminder demonstrates and explains safe procedures, such as when taking the children on outings. Children are supervised at all times and are taught to cross roads safely.

What does the setting need to do to improve?

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

- help children to better understand how nutritious food, regular exercise and good hygiene routines affect their bodies
- use all opportunities to further extend children's knowledge and skills based on what they know and can do already.

Setting details

Unique reference number	EY487835
Local authority	Surrey
Inspection number	10276245
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	6 July 2017

Information about this early years setting

The childminder registered in 2015. She lives in Woking, Surrey. She operates from Monday to Friday, 8am to 6pm, all year round. The childminder has completed a relevant childminding qualification. She accepts funding for the provision of free education for children aged two, three and four years.

Information about this inspection

Inspector

Sonia Panchal

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 childminder showed the inspector the areas of her home used for childcare purposes.
- The childminder discussed how she organises the early years provision and implements the curriculum on offer.
- The inspector observed the quality of education during activities and assessed the impact this had on children's learning.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector spoke to children during the inspection and viewed parents' written feedback.
- The inspector sampled relevant documents, including evidence of the suitability of adults working or living on the premises.

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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