

# Childminder report

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Inspection date: 10 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 arrive happily and are greeted warmly by the childminder and their friends. They understand the routine as they arrive. All children, including younger children independently hang their coats on their peg and take off their outdoor shoes. Children are completely at ease in the childminder's care, and they eagerly settle into their self-chosen play. They demonstrate positive attitudes towards learning. They are keen to explore and show good levels of concentration. For example, when they connect magnetic shapes together to build different structures. Children are learning the importance of sharing and taking turns. They follow instruction well, such as when the childminder asks them help to tidy away and clean up after craft activities.

Children enjoy activities which the childminder plans in order to strengthen their pincer grip for future writing skills. For example, they use different pincers to pick up and move different coloured pom poms. The childminder plans daily outings with specific learning intentions in mind. For example, she takes children who need support with their speech development to interactive song and rhyme sessions. Children enjoy visits to the farm where they learn about animals in their natural environment. They have lots of opportunities for fresh air and exercise at outdoor adventure parks, where there is lots of space to run, climb and learn to balance.

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

- The childminder demonstrates a good understanding of how to support children to achieve and move on to the next stage in their learning. She monitors children's development closely and plans a varied curriculum to broaden their experiences and to meet their individual needs and interests. However, she does not always organise the indoor environment to ensure that children can sustain concentration and engage in meaningful learning during independent play.
- Partnerships with parents are highly positive. Parents feel well-informed about their child's development. They comment particularly on the wide range of outings the childminder plans for them. They feel assured that their children are safe and happy in the childminder's care. The childminder also maintains a good two-way flow of information with other settings where children attend to support their well-being.
- The childminder acts promptly to ensure that children with identified gaps in their learning, are supported to catch up with their peers. She proactively provides detailed information to other professionals in order to help secure targeted support. As a result, all children, including those with delays in their speech and language development, make good progress in their learning.
- Children's behaviour is good overall. The childminder provides consistent support to help children learn the impact their behaviours can have on their friends. She

helps children to understand emotions and ways in which they can make their friends happy. She reminds children of the importance of using good manners with both adults and their friends.

- The childminder plans interesting activities which she knows children will enjoy, with clear intentions to support their development. For example, she plans interactive craft activities to support children's fine motor skills and to help extend children's vocabulary. Children show high levels of interest as they create 'love bugs' with a range of different resources. However, she does not always deliver the activities or tailor her interactions to help children benefit fully from the intended learning.
- Children learn the importance of healthy lifestyles. They enjoy a wide range of healthy and balanced snacks and meals which the childminder prepares for them. Children independently wash their own hands before meals and after using the toilet. They are learning why it is important to cover their nose and mouth when they sneeze.
- The childminder is committed towards the continual improvement of her provision. She is highly reflective and seeks regular feedback from parents. She has worked hard to complete her level 3 qualification since the last inspection. She has clear goals she wants to achieve in order to positively impact on the quality of her provision. The childminder provides regular coaching and monitoring for her assistant. They regularly reflect on the experiences they provide for children.
- Children's speech development is positively supported. The childminder communicates readily with children as they play asking open questions to encourage children to express themselves. Children enjoy reading stories with the childminder which she makes an interactive experience. They learn the language of size as they use words such as 'bigger' and 'smaller'. Young children are becoming confident communicators, speaking in sentences. They enjoy talking about the pictures in the stories.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant undertake regular safeguarding training to keep their knowledge and understanding up to date. The childminder demonstrates a good understanding of the signs which could indicate a child is at risk of harm. She is clear about the procedures she must follow if she has any concerns about children's safety. This includes the procedures she must follow if an allegation is made against herself or another adult in the household. The childminder provides a safe and secure environment for children to play in. She conducts regular, effective risk assessments of the premises and takes steps to minimise hazards to children's safety.

## What does the setting need to do to improve?

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

- review the organisation of the indoor environment so that children have more opportunities to sustain concentration and engage in meaningful learning during independent play
- focus teaching more precisely during adult interactions, and during the delivery of planned activities so that children fully benefit from the intended learning.

## Setting details

<b>Unique reference number</b>	EY489559
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10264833
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 13
<b>Total number of places</b>	10
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	27 June 2017

## Information about this early years setting

The childminder registered in 2014. She lives in Ashford, Surrey and works with an assistant. The childminder offers care on Monday to Friday, from 7am to 6.30pm, all year round, except for family holidays and bank holidays.

## Information about this inspection

### Inspector

Carla Roberts

### 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 childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents, carers, and other professionals shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke to the inspector about what they enjoy doing while with the childminder.

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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