

Childminder report

Inspection date: 15 February 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children make good progress from their starting points with the experienced childminder. They form strong attachments with her and she is sensitive to their individual needs. Children show a keenness to explore. They happily choose from a wide range of resources that interest them. For instance, children press buttons on an electronic toy and show excitement by clapping their hands when they recognise the sounds. They become increasingly familiar with the daily routines, such as going for nappy changes, and then washing their hands without being prompted. Children know where different resources are kept and tidy up well. Children demonstrate that they feel safe and secure in the childminder's welcoming home.

Children love engaging with the childminder. Children have several favourite books which they enjoy hearing again and again. They bounce up and down in excitement when they see something that really interests them. Children show good recall of single words, and soon begin to use two word phrases to describe what they see, such as 'green boat'. The childminder extends their responses even further by using positional vocabulary to model where the boat is. Children respond well to this sequenced approach to acquiring language and are becoming confident communicators.

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

- The childminder is committed to enhancing her professional development, to provide children with the best opportunities to learn and discover. She does this by undertaking online courses, as well as sharing good practice with local childminders. For example, she supports children's recall of previous events by displaying photographs of them taking part in a variety of activities. This helps to consolidate children's learning.
- Children show positive attitudes to learning and behave well. For instance, they actively listen and remain focused when the childminder shares their favourite songs with them. She uses props related to the songs and has an expressive voice to keep children interested. Children demonstrate good memory skills, as they fill in the deliberate gaps left by the childminder. This also helps children to build an understanding of rhyming patterns in words.
- Overall, the childminder supports children to develop their confidence when engaging in self-chosen play. However, when they participate in activities led by the childminder, they are sometimes not given the freedom to fully explore their ideas and apply own creative skills. For example, when children roll out a ball of play dough, they say they want to make a spider. The childminder does not encourage them to think about how they might use the resources to create a spider by themselves.

- The childminder supports children's interest in numbers. She uses opportunities to introduce counting during activities and daily routines. For instance, she uses a hand puppet to teach children to count forwards. Children show delight as they recognise 'two' and 'one' fingers correctly by sight.
- Children's physical skills are promoted well. Children are given ample opportunities to strengthen their large muscles and build their stamina, such as when they run, jump and balance at local woodland areas. They also practise using the small muscles in their hands and demonstrate increasing control, such as when making marks with crayons.
- The childminder values and uses words from children's home languages to support their learning. Children enjoy using different words, for example in Polish. The childminder researches online to understand what children are saying and to teach herself the words. For instance, she sets up a farm scene for children who have visited a farm in Poland. They love the farm play and use Polish words to describe the models. This helps children to make connections between their own language and those spoken by others..
- Parents speak highly of the education and care their children receive at the childminder's home. They comment on the variety of experiences their children participate in, including visits to toddler groups and other places of interest. Parents know that their children are happy, safe and are making good progress. They praise the regular communication through an online application that shows their children happily engaged in fun activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibility to safeguard children. She completes regular training to ensure that her knowledge is current. The childminder recognises the potential signs of abuse, including the risk of exposure to extreme views and behaviour. The childminder clearly knows the local procedures to follow should she need to report a concern about a child's welfare. She understands how to deal with allegations made against a member of her household or herself. The childminder ensures that her house is safe for children by carrying out regular risk assessments.

What does the setting need to do to improve?

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

- improve teaching strategies for children to become more independent in activities and apply own thoughts and ideas to achieve greater success.

Setting details

Unique reference number	2543335
Local authority	Surrey
Inspection number	10215437
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	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in West Molesey, Surrey. She provides care for children from Monday to Friday, 7.30am to 5.30pm, all year round. The childminder holds a relevant childcare qualification at level 3.

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 discussed what she wants the children to learn with the inspector.
- The childminder completed a joint evaluation of an activity with the inspector.
- The inspector observed the childminder's interactions with children.
- The childminder shared a sample of documents with the inspector, including evidence of her suitability to work with children.
- The inspector took account of the written views of parents.

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

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