

Childminder report

Inspection date: 10 March 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 settled in the childminder's home-from-home setting. They form good relationships with the childminder and her assistant, who are caring and attentive. They listen and respond intently to the children. Children relish the praise and the encouragement that they receive from the childminder and her assistant during routines and play. They recognise the children's efforts and achievements, which contributes to the development of their self-esteem, confidence and emotional well-being.

Children develop their early communication and language skills well. The childminder reads books and sings songs to them. She engages children in the stories by asking them questions. For example, children listen to a story about oral health and why it is important to brush teeth. The childminder uses props, such as toothbrushes and toothpaste. She draws children into the story by asking them what may harm their teeth. Furthermore, she skilfully introduces new words, such as 'acid' and 'sticky coating', and explains their meaning. Children learn new words and gain a good understanding of how to look after their overall health.

The childminder has high expectations of children's behaviour. This helps them to behave well and to understand the rules and boundaries of their own behaviour. She responds swiftly to any minor issues, which are quickly resolved. This helps children to feel secure in her care and teaches them to resolve conflict in a positive manner.

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

- Children enjoy a variety of outings to help them learn about their local community. For example, they visit local parks, attend playgroups and go on river walks to observe the changing seasons. The childminder regularly meets up with other local childminders, who have children of similar ages. Children see different places and make meaningful connections with others. This supports their social interaction well and helps them to understand the world they are growing up in.
- The childminder and her assistant understand that children need daily exercise and fresh air. Children squeal with joy as they run around in the childminder's garden. They practise their football skills with the childminder's assistant and excitedly pop the bubbles that the childminder swishes into the air with a wand. This helps children to develop their early coordination skills and strengthens their large-muscle development successfully.
- Overall, the childminder and her assistant support children's independence and self-care skills well. Children wash their hands after playing outdoors, and before meals. Older children learn to put their coat and shoes on independently.

However, the childminder and her assistant do not consistently support children to master their own personal hygiene care, such as wiping their noses and learning to wash their hands after using the potty. This does not support their independence and personal self-care skills consistently well.

- On occasion, the childminder and her assistant do not support children in a way which helps them to extend their learning and persevere during activities. For example, when solving puzzles, the childminder's assistant completes it for them when children become stuck. As a result, children do not learn by trial and error to solve the problem. Therefore, meaningful and intended learning does not always take place.
- Parents speak highly of the childminder and her assistant. They are pleased with the progress that children make. Parents comment that they are kept informed regularly about their children's day-to-day activities and progress. The childminder works collaboratively with parents to support their children's development and learning, both at the setting and at home. For example, she works with parents when children are ready to be toilet trained.
- The childminder gathers detailed information about children and their families from the start. She finds out about children's routines and development at home, what their interests are and their likes and dislikes, before parents leave children in her care. She uses this, along with her own assessments of children's learning, to plan for the next steps in their development. Children make good progress from their starting points.
- The childminder and her assistant work well together. The childminder's assistant feels well supported and valued in his role. Through discussion, the childminder has described how she will support him further, such as through ongoing training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure safeguarding and child protection knowledge. The childminder undertakes regular training to help keep her safeguarding knowledge up to date. Her understanding of signs and symptoms of abuse, including radical and extreme views or behaviour, is strong. The childminder ensures that she is fully aware of the work of the local safeguarding children partnerships. There are clear and concise procedures for the childminder and her assistant to follow if they have concerns about children's welfare. The childminder and her assistant have a secure knowledge of the procedures to follow should an allegation be made against them, or any adult living or working in her home.

What does the setting need to do to improve?

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

- strengthen opportunities to teach children the skills they need to persevere and solve problems themselves
- capture opportunities more effectively to teach children how to manage their own self-care procedures independently.

Setting details

Unique reference number	EY486407
Local authority	Surrey
Inspection number	10276241
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	0 to 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	6 July 2017

Information about this early years setting

The childminder registered in 2015. She lives in Esher, in Surrey. The childminder works with an assistant and operates from Monday to Friday, from 8am to 6pm, all year round. The childminder is registered to receive funding for the provision of free early education for children aged two, three and four years. She holds an early years qualification at level 3.

Information about this inspection

Inspector
Katharina Hill

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 setting.
- The inspector observed the implementation of the curriculum during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder and they discussed their findings.
- The inspector spoke to children and observed their activities.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training and registers.
- The inspector considered the views of parents provided on the day of the inspection.

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
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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