

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

The childminder and her assistant provide a warm and welcoming home-from-home environment. Children demonstrate they feel secure with the childminder as they snuggle into her for reassurance. For example, the childminder offers cuddles to children when they are unsure of the visiting inspector. Children are happy and have a positive attitude towards learning. They confidently self-select toys and activities of interest to them. For instance, babies choose toy cars and make 'nee-nah,' and 'brum, brum' noises while they push them along the floor. Children display high levels of involvement. They stay at activities for long periods of time. For example, children draw pictures for their parents and spend time folding them and posting them into a letterbox. Children receive lots of praise from the childminder and her assistant as they play. The children relish the praise and grin widely. This helps to raise their self-esteem.

The childminder and her assistant have high expectations of what children can achieve. All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress in their learning.

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

- The childminder has a fully inclusive setting. She celebrates diversity with the children. For example, she reads a range of stories, celebrates festivals that are relevant to the children and provides varied resources. The childminder works hard to help children celebrate each person's unique qualities through regular discussions while out and about in the community. She learns key words in children's home language to help them feel included and valued.
- Children are aware of the childminder's expectations and behave well. For example, they know to use pens to draw on paper when seated at the table or on the floor, rather than when they are sitting on the sofa. The childminder models positive behaviour choices and expects the children to do the same. For instance, she models how to say 'please' and 'thank you' when appropriate.
- The childminder supports children's language development effectively. She engages in conversations with the children during play, helping them to pronounce words correctly when necessary. She consistently helps to extend children's vocabulary and their understanding of new words. For instance, she asks children to pass her 'red' and 'round' foods when playing in the home corner. This leads on to discussions about colours and shapes. Children are surrounded by a language-rich environment, which supports their good progress.
- The childminder supports children's oral health. She provides healthy food and drinks and has discussions about brushing teeth as part of the daily routine.

Children gain a secure understanding of practices that contribute towards good health. For example, they make decisions about what healthy snack to eat and talk about which foods are unhealthy if eaten in large quantities. Children have exciting opportunities to practise brushing teeth using large teeth moulds and toothbrushes.

- The childminder provides the children with a wide range of interesting activities. She takes children to local parks, playgroups and woodland to meet other children. Children learn how to interact with others and develop their social skills in larger groups, in preparation for school.
- Overall, the childminder and her assistant support children's growing independence. Children are encouraged to develop self-help skills. For example, they are shown how to independently wash their hands, and to wipe their own noses. However, occasionally, the childminder does small tasks for the children that they could do themselves. For instance, she pours their water, tidies up the toys and collects their belongings for them.
- The childminder has sound arrangements in place to help new children to settle in and takes into account their starting points. For example, she visits the children in their own homes and children visit her with their parents. She has an in-depth discussion about each child's current abilities, likes and dislikes. Children then visit at different times of the day to help them become familiar with the setting. This helps to make new children feel safe, secure and happy.
- The childminder does some training by liaising with other local childminders to share information and gain advice about current practices. However, she does not regularly identify her assistant's training needs or explore ways to to effectively enhance their professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a clear understanding of their role in safeguarding children. They ensure that the childminder's home is always safe and secure. For example, the front door is locked and checks on toys and equipment are completed regularly to make sure they are in good working order. The childminder and her assistant have completed relevant safeguarding training and are able to identify possible signs that a child's welfare may be a risk. They understand what procedures they should follow should a concern arise. This includes what action to take if an allegation against herself or her assistant was made. The childminder completes regular first-aid training to support children appropriately in the event of an accident.

What does the setting need to do to improve?

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

- extend support for children to do more simple tasks for themselves, to develop their independence skills even further
- strengthen arrangements for the support and monitoring of assistants to address any professional development needs and further enhance the already good quality of teaching.

Setting details

Unique reference number	EY483782
Local authority	Surrey
Inspection number	10265095
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 3
Total number of places	4
Number of children on roll	5
Date of previous inspection	24 May 2017

Information about this early years setting

The childminder registered in 2014 and works with an assistant on Fridays. She lives in West Molesey, in Surrey. She cares for children from Tuesday to Friday, throughout the year. The childminder and her assistant hold relevant childcare qualifications at level 3. The childminder is in receipt of funding for three- and four-year-old children.

Information about this inspection

Inspector

Bev Boyd

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.
- During a learning walk, the inspector and the childminder held discussions about how the learning is organised and planned for the children.
- A joint observation was carried out by the inspector and the childminder.
- The inspector spoke to the children throughout the inspection.
- Parents provided written feedback during the inspection and the inspector took account of their views.
- The inspector viewed documents, such as suitability checks, safeguarding policies and the childminder's first-aid certificate.

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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