

# Childminder report

---

Inspection date: 18 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children quickly settle to their chosen activities and are very much at ease in this warm and homely environment. Their current interest is 'pirates' and they are learning about telescopes and treasure. Children excitedly show the inspector their pirate pictures and explain that the pirate has dark blue eyes. They demonstrate that they are happy, confident and enjoy their time with this kind and caring childminder and with each other. The childminder has high expectations for all children. She gives children meaningful praise for their achievements no matter how small. This has a positive effect on children's self-esteem. Children are learning good manners and behave very well. They are polite and considerate to one another and are developing good social skills.

Children find the resources and activities fascinating because the childminder knows what their interests are and plans accordingly. They use skills such as predicting which items will float and which will sink during an experiment. All children are developing skills they will need for the future. For instance, the youngest children learn how to handle chunky pens. The oldest children learn how to remove the backing paper off the stickers they wish to use during an art activity. These activities help children to build their hand muscles in readiness for writing.

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

- The childminder strongly supports children to learn new vocabulary. She provides interesting narrative during their play and gives clear explanations. The youngest children benefit from the visual prompts the childminder provides. Older children are expanding their vocabulary through listening well to the childminder's well-thought-out questions. Children demonstrate this when they explain that the ball falls because of 'gravity'. They spontaneously sing familiar songs. All these experiences help children to make good progress in their communication and language development.
- Children are keen to learn. The childminder makes good use of the knowledge she gains when observing children. This helps her to plan children's key next steps in learning, which are regularly shared with parents. However, in her enthusiasm, the childminder sometimes tries to include too many learning objectives at once. Additionally, on occasion, she does not allow children the time they need to finish an activity which they are particularly enjoying. That said, children are making good progress and learning the skills they will need when they move on from early education.
- Children sow and tend seeds ready to grow plants in the garden. They regularly go on outings where they learn about their local area and further afield. Children enjoy woodland walks where they learn about the natural world. The childminder knows the importance of encouraging children to feel free to move

around energetically. She notices how some children feel much calmer when outside and builds in plenty of time for outside play. The childminder supports children's physical development well.

- The childminder ensures that her home, toys and resources are clean. She helps children to learn about healthy foods and why a healthy diet is important. Children excitedly tell the childminder that 'calcium' helps to build strong bones. However, she does not give children clear and consistent messages regarding good hygiene, particularly in relation to the spread of germs and the importance of handwashing. This is not fully effective in helping children to understand good hygiene routines.
- The childminder regularly completes additional training to continue her professional development. For example, she has completed training to further support children with specific learning difficulties. She also networks with other professionals. This shows the childminder's commitment to continue to increase her already good knowledge.
- The childminder works closely with other early years provisions that children attend. They regularly exchange information to ensure continuity for children's learning and well-being. The childminder clearly knows the importance of sharing information to ensure a positive transition when children move on to full-time education.
- The childminder has failed to notify Ofsted about a significant change, as required. However, this has no impact on the quality of care and education the children receive.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder clearly knows the signs and symptoms of a child being at risk of harm. She regularly refreshes her knowledge through attending training, which includes wider safeguarding issues, such as children being drawn into radicalisation. The childminder knows where and how to make any safeguarding referrals. She carries out a thorough risk assessment so that children are safe in her home and on outings. The childminder teaches children about their own safety. Children demonstrate their understanding by explaining to each other how they must keep the youngest children safe, when getting ready to play outside.

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

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

- develop teaching skills further to give children time and space to become fully engrossed in their activities and learning
- give children clear and consistent messages about handwashing, to help them to understand how this helps to keep them healthy.

## Setting details

<b>Unique reference number</b>	EY452343
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10280266
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	11 September 2017

## Information about this early years setting

The childminder registered in 2012 and lives in Burpham, near Guildford, Surrey. She operates from 8am to 6pm, Monday, Tuesday and Thursday, all year round. The childminder has a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Hazel Farrant

## 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 inspector and the childminder had a learning walk around all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents, including evidence of the childminder's suitability and training.
- The inspector read and considered written comments from parents during 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023