

# Childminder report

---

Inspection date: 3 May 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 have strong bonds with the childminder and show they feel confident in her care. They know their routines well and excitedly tell the inspector they are going to start their 'wake and shake' session. As children turn on the television and locate kids' tube, the childminder talks to them about how to stay safe when using digital media. Children proudly demonstrate how they can move in different ways. They excitedly practise their hopping skills and negotiate space around them as they pretend to fly like an aeroplane. They listen carefully to instructions and excitedly move quicker and slower.

Children are curious and delight in exploring technology. For example, they express pleasure when they discover how to change the colour of the light on the sensory box. The childminder builds on children's language and vocabulary as they engage in their play. For instance, children discuss how the lights are flashing and explore a wider range of colours. They show a good understanding of shape and debate how many sides a triangle and rectangle have. Children demonstrate good behaviour, and willingly share and take turns with their friends. They benefit from a childminder who consistently praises them for their achievements, which boosts their self-esteem.

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

- The childminder knows the children in her care well and can confidently talk about their capabilities. She provides a wide range of activities to help support and prepare them for their next stage in their development. However, on occasion, some planned activities are a little difficult for some children. The childminder does not consistently plan precisely to target and reflect on the individual learning needs of each child.
- The childminder has strong partnerships with parents. She shares information on children's ongoing progress and sends them pictures of activities children have enjoyed. Parents comment positively about the childminder and the good progress their children make.
- The childminder supports children's early literacy skills well. For example, children manipulate play dough and use tools such as tweezers, to transport objects. This helps to build on the small muscles in their hands and fingers in preparation for early writing. Children make marks in various ways. They show a love of books and enjoy listening to stories.
- The childminder has established good links with other early years settings that children attend. This helps to provide a collaborative approach to children's education.
- The childminder broadens children's experiences from home. She takes children on outings into the community to extend their knowledge and learning. For

example, children enjoy trips to the library and develop their love of books. They delight in visits to local groups, which helps to build on their social skills through interactions with other children and adults.

- Children learn to respect and understand other people's similarities and differences outside of their own communities. They celebrate diverse festivals and learn about the faiths and the traditions of other countries.
- The childminder supports children to develop their self-help skills in preparation for their future learning. For instance, children independently pour their own drinks and use spoons to serve their own fruit at snack time. They know their routines well and excitedly put on their own shoes and coats ready for nursery school. They are confident to ask for help should they need it and use polite words, such as 'please' and 'thank you.'
- The childminder effectively supports children's health and well-being. For example, children learn to make healthy choices and select their own nutritious snacks. They talk about their nutritional benefits and say that eating fruit makes them strong. Children enjoy daily fresh air and exercise. For example, they delight in walks to the woods and visits to local parks. They regularly visit new, interesting places, such as local farms.
- The childminder has a positive attitude towards making improvements to her practice. She keeps her core training up to date, such as first aid and safeguarding. She completes online training, joins webinars online and shares good practice with other childminders to help update her skills and knowledge.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an effective awareness of all aspects of safeguarding. She has a detailed understanding of the signs and symptoms which may identify when children are at risk of harm. She confidently explains how she would respond if she had concerns about a child. The childminder is proactive about risk assessing the environment to further ensure children's safety is maintained throughout the day. She also teaches children about how to keep themselves safe. For example, children practise emergency evacuation drills and learn about road safety.

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

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

- plan even more precisely for every child to consistently target and extend their learning to the highest level.

## Setting details

<b>Unique reference number</b>	EY487872
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10280384
<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>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	6 September 2017

## Information about this early years setting

The childminder registered in 2015. She lives in Staines Upon Thames, in Surrey. The childminder operates Monday to Friday, from 7.20am to 5.30pm, except bank holidays and family holidays. She holds a relevant home-based childcare qualification. The childminder receives free early education funding for children aged three and four years.

## Information about this inspection

### Inspector

Jane Franks

### 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 took account of the views of parents and carers through written testimonials.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector and childminder observed children during activities and completed a follow-up discussion about children's learning and development.
- The inspector spoke to the childminder and children at appropriate times.

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