

Childminder report

Inspection date: 24 May 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 Good

What is it like to attend this early years setting?

The provision is good

Children access a warm, welcoming and very well-organised setting. The childminder creates an enabling environment and carefully plans activities and experiences that encourage and support children's development. Children are happy and have formed strong, trusting bonds with the childminder. They look to her for comfort and enjoy regular cuddles. Children routinely share song and story times and frequently look at books based on their interests or current stage of learning. For example, children gain an understanding of toilet training by referring back to a 'Pepper's Potty' story. This helps children develop a love for books and recognise them as a source of information.

Children confidently explore activities and are learning to share and take turns with their friends. Children learn to recognise their own care needs and are supported to become independent in meeting them. They put on their shoes for outdoor play and wash their hands regularly. Children enjoy weekly visits to playgroups, where they meet their friends and take part in creative art activities. They learn about similarities between themselves and others. They enjoy developing and testing out their own ideas. For example, they visit the local train station and predict which direction the next train will come from and how many carriages it might have. The children guess if the driver will be a man or lady and try to recognise the colours of each train they see. These opportunities help them to develop an understanding of the world and use their developing knowledge of mathematics.

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

- The childminder provides a balanced curriculum. She knows children well and teaches them with enthusiasm. She has a clear focus on developing children's social, emotional and communication and language skills. As a result, all children enjoy carefully tailored support and make good progress with their speech. They explore a broad range of topics. However, opportunities to learn about technology and online safety are less available.
- Children confidently access resources and direct their own learning. They remain engaged in self-selected play for long periods and enjoy activities that build on what they already know and can do. For example, children enjoy fishing for puzzle pieces with magnetic rods and then go on to try and pick up the pieces with tongs and tweezers. This develops their hand-to-eye coordination and fine motor skills. They are, however, less focused during adult-led activities. Children are not always clear about the purpose of activities, which can result in them losing interest and becoming distracted.
- The childminder provides effective support for children. She works closely in partnership with parents to support referrals to external agencies. She calmly supports children who struggle to manage their own behaviour and gives them

the language to express themselves appropriately.

- Children demonstrate good manners and regularly say 'please' and 'thank you' to one another. They praise and encourage their friends and offer emotional support through hugs and pats on the back. They are able to recognise their own care needs and are familiar with safety routines, such as re-applying sun cream and wearing sun hats outside.
- Children sit together at mealtimes and develop their social skills. They enjoy talking about their favourite foods and happily wait their turn. This encourages communication and helps children learn about the benefits of making healthy choices. In addition, children benefit from an active timetable that includes regular physical activities. For example, they go to a toddler gym and soft-play centre, and on frequent visits to parks and National Trust sites.
- Parents feel completely safe in the knowledge that their children are very well cared for. They recognise and value the opportunities their children have to learn about the wider world. They enjoy the diverse range of experiences that children benefit from. This includes celebrating religious festivals and marking special events, such as St Patrick's day, the Queen's jubilee and the King's coronation. Parents are happy with the two-way communication and partnership working, which helps keep them informed of children's learning and enables them to jointly plan for children's next steps.
- The childminder keeps her knowledge and skills up to date and undertakes regular training and development. For example, she has recently improved her understanding of supporting children's transitions. This helps her improve planned activities and information to prepare children for their next stages in their education. She completes ready-for-school documents as well as comprehensive progress checks for children aged two years.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has kept her safeguarding knowledge up to date. She keeps key contact information to hand, and is aware of relevant referral routes for a wide range of concerns. The childminder is clear about whistle-blowing processes, such as reporting appropriate incidents to the local authority designated officer. She makes good use of risk assessments to support children's health and welfare. The childminder has suitable systems, equipment and plans in place to ensure children's safety on the premises and during outings. She gathers and records relevant information about children to share with other agencies where necessary. She is robust in monitoring children's absence.

What does the setting need to do to improve?

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

- broaden the range of opportunities to help children access and develop their skills in using information and communication technology and its safe use
- clarify and explain the purpose of activities to children more consistently to further support their engagement in the learning experiences offered.

Setting details

Unique reference number	120481
Local authority	Surrey
Inspection number	10285406
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 4
Total number of places	6
Number of children on roll	0
Date of previous inspection	5 October 2017

Information about this early years setting

The childminder registered in 1999 and lives in Guildford, Surrey. She offers care to children on Tuesday to Friday, for most of the year, from 8am until 5.30pm. The childminder has a relevant level 3 qualification in early years and childcare. She provides places for funded children age two, three and four years.

Information about this inspection

Inspector

Leanne Merritt

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.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and inspector discussed how the childminder organised her early years provision including the aims and rationale for her early years curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting and these have been taken into account in the evaluation of the childminder.

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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