

Childminder report

Inspection date: 8 June 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 are happy and engaged in the childminder's warm and loving home. They know and follow the routines of the days, such as when washing hands and having lunch. Children sleep and rest according to their needs and take pride in helping with jobs, such as giving out the plates for snack. The childminder and her assistant are positive role models. They have high expectations for children's behaviour and conduct. Children learn to follow instructions, share and take their turn. They are encouraged to say 'please' and 'thank you'. Children are praised for positive behaviour and treat their peers with kindness.

Children move confidently between the spacious indoor and outdoor spaces and make choices about where they play. As a result, they are eager to engage and explore the different play opportunities that the childminder and her assistant provide. All children have good opportunities to develop their physical skills and explore different ways to move their bodies. For example, when playing in the garden, they crawl confidently through tunnels, climb up steps and propel vehicles and bicycles along with their feet, showing good coordination.

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

- The childminder has a vision for children to be independent, kind and confident learners who are ready for their next stage of life. She knows and plans for their individual needs, delivering rich and meaningful life experiences. Children go on trips most days, engaging in outdoor learning and visiting toddler groups, local parks, libraries, children's farms, aquariums and zoos. Occasionally, the childminder takes children on longer trips, such as into the city on a train ride. This offers children the opportunity to access the world around them and experience opportunities that they may not have experienced before.
- The childminder and her assistant skilfully interact with children as they play. They model and target key vocabulary to help each child. For example, when playing with play dough, children roll and cut their own ball of play dough using animal cutters. The assistant encourages children to talk about the animals they make, adapting and changing the language she uses for each child according to their needs. This gives children the opportunity to practise and rehearse new words as they learn them.
- Children benefit from a healthy diet and learn to make good food choices. The childminder provides a range of well-balanced meals and snacks. Children have frequent opportunities to try new foods and talk about the foods they like and dislike. This demonstrates their secure knowledge and understanding about the importance of nutrition and eating well to support good health.
- The childminder is attentive to supporting children's care needs. For instance, she offers water regularly to children and keeps drinking cups within view so

that younger children can request them when they are thirsty. The childminder recognises when children need help to wipe their nose or mouth or need their nappy changed, and she promptly attends to this. However, she has not fully considered how she can give children prior warning of what she is going to do to help them understand how she is caring for them and why.

- Parents are very complimentary about the service the childminder provides. They comment on her home-from-home environment and the progress that their children make. Parents speak highly of the way the childminder shares information through daily discussions and regular photo updates of learning activities.
- The childminder is reflective of her practice. She accesses training and keeps up to date with current thinking. She accesses online courses, engages in forums and seeks out the views of other local childminders. Both she and her assistants access a range of training opportunities and regularly spend time as a team reflecting on their practice. For example, they have recently completed some behaviour analysis training, which has enabled them to reflect on their own practice and how they can adapt this effectively to further support children's behaviour in the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have an up-to-date knowledge of safeguarding and child protection issues. They are knowledgeable about types of child abuse and are confident about how to recognise when a child is at risk. They know the agencies to contact if they are concerned about a child. The childminder completes daily checks to ensure that her home and outdoor area are safe and secure. She puts effective measures in place to minimise risks. For example, she supervises children closely at all times, particularly when they are using the stairs.

What does the setting need to do to improve?

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

- improve interactions with children when planning for their care needs so that children fully understand what is happening and their play and learning are not adversely interrupted.

Setting details

Unique reference number	EY488189
Local authority	Surrey
Inspection number	10289236
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 2
Total number of places	12
Number of children on roll	7
Date of previous inspection	16 November 2017

Information about this early years setting

The childminder registered in 2015. She lives in West Molesey, Surrey. She works Monday to Friday, between 8am and 5.30pm, throughout the year. Her husband is registered as her full-time assistant. The childminder's daughter is also registered as an assistant on a part-time basis.

Information about this inspection

Inspector

Natalie Atkins

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 they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises the early years provision, including the aims and rationale for the curriculum.
- Children communicated with the inspector during the inspection. Parents shared their views of the setting with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023