

Childminder report

Inspection date: 17 July 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 experienced childminder provides a home-from-home environment, where children settle quickly. She places a strong focus on children feeling comfortable in her setting. For example, the childminder offers bespoke settling-in sessions to meet the needs of all children. She uses an 'All About Me' form to find out their preferences and routines. This helps her to assess and plan for children's interests and developmental needs. Children display warm and positive relationships with the caring childminder. They are comforted by her presence and seek her out for emotional support and reassurance throughout the day.

Children have lots of opportunities to practise and develop their large-muscle skills. For example, they use equipment during outings to the local park. The childminder regularly takes the children to toddler groups. This helps to ensure that quieter children have regular opportunities to mix with other children and develop their confidence in larger groups. The childminder uses these experiences to teach children about the wider world and community in which they live.

Children behave well. The childminder is quick to support them when they need help to regulate their feelings. For example, she uses stories, such as 'The Colour Monster', to help children explore and manage their own emotions. Children learn to name different emotions to support them with self-regulation.

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

- The childminder encourages the children's love of books. She reads with enthusiasm and encourages children to tell her what comes next in familiar stories. Children hear new vocabulary as they listen to stories, such as 'The Snail and the Whale'. Children later act out the story in their play, commenting that the humpback whale is 'beached'. This helps to develop children's early literacy skills.
- The childminder provides nutritious snacks and promotes good hygiene routines to children. However, the childminder does not use discussions with children effectively to promote healthy lifestyles and good hygiene practices.
- Independence is regularly encouraged by the childminder. Children eagerly do things for themselves. For example, they find their shoes and put them on, ready for outdoor play. Young children take on the responsibility of helping to tidy away toys.
- The childminder observes children and monitors their development well. She uses what she knows about them to plan stimulating activities, which help them to build on what they know and can do. For instance, children show good fine motor skills as they tip and pour coloured rice. They experiment with scoops and spoons to fill and empty containers. Children hear mathematical language woven

into their play. They understand the concepts of 'more' and 'less' and compare sizes and quantities in their play and exploration.

- The childminder values partnership working with parents and other settings. She encourages a two-way flow of information with staff at other settings that children also attend. This helps her to provide continuity in children's care and learning. Parents speak highly of the nurturing childminder. They value the advice and support she offers and recognise that their children have made excellent progress during the time they have attended. Parents remark that the childminder is 'simply wonderful'.
- The childminder evaluates her practice effectively. She has established strong links with other local childminders. These links have enabled her to share ideas and examples of good practice to help strengthen her teaching skills. The childminder has attended all mandatory training. However, she recognises that she needs to improve her understanding of how to promote children's language and communication skills effectively.
- The childminder provides opportunities for children to access materials to practise mark making and develop their fine motor skills in preparation for early writing. For example, they freely use chunky chinks outside to create pictures and talk about the different colours they are using.
- Children learn about what makes them unique. They talk about differences and which festivals their friends may celebrate. Children enjoy a range of different activities, such as food tasting for Chinese New Year. This helps to provide children with opportunities to learn about the world around them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended training to raise her understanding of how to keep children safe. She has a clear understanding of the different types of abuse and how to report these to the local safeguarding partners. Furthermore, she knows where to report any allegations made against herself or a household member. The childminder is aware of the risks associated with radicalisation and extremism. She knows when to seek help and advice or when a child may be at risk of harm. The childminder maintains a clean and tidy home. This helps to provide a safe environment for children to play.

What does the setting need to do to improve?

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

- increase opportunities for children to learn about being healthy and the benefits of making healthy choices
- target further professional development to better support children's language skills.

Setting details

Unique reference number	120474
Local authority	Surrey
Inspection number	10295259
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	6 December 2017

Information about this early years setting

The childminder registered in 1994. She lives in Camberley, Surrey. She operates all year round, from 7.45am to 5.45pm, Monday to Thursday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Richards

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 childminder discussed her intentions for children's learning with the inspector.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documents, including paediatric first-aid qualifications, insurance and suitability checks.
- The inspector held discussions with the childminder about safeguarding and how she evaluates her practice.
- The inspector observed the interactions between the childminder and children.

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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