

Childminder report

Inspection date: 25 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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's welcoming home. The childminder has developed an effective settling-in procedure to help meet children's individual needs. Children have formed positive and secure relationships with the childminder and her assistant.

The childminder has worked hard to make improvements since her last inspection. She and her assistant have re-designed the layout of the play areas and garden to make it more suitable for children to access. The childminder and her assistant are clear about what they want the children to learn and why. They provide a purposeful curriculum. This supports children to develop the skills and attitudes that they will need to be ready for their eventual move to school. Older children take pride in writing the letters of their name with fabric pens on their aprons. They develop their creativity as they draw pictures that are important to them. Younger children practise picking up small items with tweezers. This helps to develop their small-muscle skills in readiness for their later writing.

The childminder has high expectations for children's behaviour. She gently helps younger children to learn to take turns when playing in the water tray with their peers. Children's behaviour is good.

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

- Overall, the childminder and her assistant plan a wide range of meaningful activities that motivate children to learn. However, on occasion, the childminder does not think carefully enough about each child's individual learning needs when she plans an activity. At times, some children lose focus quickly because an activity is too easy or too difficult for them. This means sometimes all children do not fully benefit from the experiences the childminder offers them.
- The childminder and her assistant place a strong focus on children's communication and language skills. They include songs, rhymes and lots of stories in their daily routine and talk to children as they play. Children speak with confidence and have conversations with the childminder, who sensitively repeats some words back to them. This helps children hear the correct pronunciation and supports their speech and language even further. This contributes well to the progress children make in their learning.
- The childminder and her assistant provide healthy and nutritious food for children. They promote children's awareness of healthy food choices. The childminder ensures that children follow good hygiene and safety routines. For example, she helps children to apply sun cream and she talks about why it is important to drink water in the sun to help keep hydrated. This helps children to learn how to keep safe in the sun.

- Mathematics is weaved throughout the activities of the day. The childminder and assistant are skilful and model the use of numbers within their play. As a result, younger children start to repeat and use numbers in their games. Older children count confidently and talk about quantity. For instance, they carefully count how many pieces of play dough match the corresponding numbers. Children are acquiring early mathematics knowledge in preparation for later learning.
- Children have a good understanding of the setting's routines. They know that they need to wash their hands before mealtimes and put their shoes on before going in the garden. Occasionally, however, there are times when children are left waiting, such as during transitions between activities. As a result, children become distracted and unsettled.
- Partnership with parents is strong. The childminder regularly communicates through various methods of electronic contact. This helps to keep parents informed about their children's day. Parents report how their children have 'flourished' in their development. They are particularly pleased with the improvement in their children's speech and language since attending the childminder's setting.
- The childminder and her assistant have improved their knowledge of child development. They regularly attend a range of online courses and webinars. For instance, the childminder has recently taken part in a course on supporting children with special educational needs and/or disabilities. Her assistant has also completed a course to support children's language and communication skills. This helps them to develop their practice even further in meeting the needs of the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibility to protect children in their care. They are aware of what signs and symptoms might indicate that a child is at risk of harm. The childminder knows the correct procedures to follow, and who to contact should she have any concerns about a child's safety or welfare. The childminder regularly undertakes training to keep her knowledge up to date and is aware a broad range of child protection issues, including radicalisation and extremism. The childminder ensures children are safe while in her care. For example, sleeping children are closely and regularly monitored.

What does the setting need to do to improve?

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

- strengthen the planning of whole-group activities to more closely consider the individual learning needs of each child taking part
- review and improve the transitions between activities so that children do not

wait for prolonged periods.

Setting details

Unique reference number	EY357610
Local authority	Surrey
Inspection number	10261140
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 6
Total number of places	6
Number of children on roll	8
Date of previous inspection	13 October 2022

Information about this early years setting

The childminder registered in 2007. She operates from her home in Walton-on-Thames, Surrey. She works Monday to Friday, from 8am to 6pm. The childminder holds a relevant early years qualification at level 3. She works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Lane

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector viewed the space and resources available for childminding to gain an understanding of how the early years provision and the curriculum are organised.
- The inspector observed the interactions between the childminder and children throughout the inspection and evaluated the impact on children's learning.
- The inspector spoke to the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector observed the quality of teaching during activities and routines, and assessed the impact this has on children's learning.
- The inspector checked evidence of the childminder and her assistant's suitability to work with children and sampled some policies and procedures.

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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