

Childminder report

Inspection date: 28 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

Children are happy and confident in an environment that is homely and welcoming. They demonstrate good attachment to the childminder, and they go to her for support and reassurance. The childminder is kind and caring, and she values the children and their feelings. She has created a culture of respect and kindness. The children demonstrate positive behaviour and are polite. For instance, children say please when they want something and thank you when they have been helped. The childminder praises the children for their good manners and behaviour. This gives the children a sense of pride, and they smile with appreciation.

The childminder supports the children to be creative in their play and thinking. She asks the children thought-provoking questions that encourage them to use their imaginations. When children are playing with a mask and the string snaps, they hold the end of the string and say, 'Look at my kite'. They have fun by pretending to throw it into the air, using their imaginations. Children are developing good foundations to use their imaginations and further enhance their creativity.

Children love being in the outdoor environment. The childminder supports and encourages them to investigate their surroundings. Children show curiosity and become deeply engrossed in their explorations.

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

- The childminder has developed a curriculum that is purposeful and promotes development in all areas. Her focus on supporting children's personal, social and emotional development helps children to strengthen their social skills. The childminder understands what she wants children to learn and what she needs to do to support them to achieve their goals. She places emphasis on planning activities around the children's current interests and experiences, to gradually move them forward in their development.
- Through thoughtful interactions, the childminder successfully assesses the children's learning. She gathers information that informs her of what children already know and areas to be developed. For instance, children enjoy playing with building bricks. The childminder asks the children if they can select certain coloured bricks while they build their towers. She evaluates and reflects on what children know and plans for their next steps.
- Children follow good hygiene routines and wash their hands after they come inside from the garden and before snack. The childminder monitors them when they wash their hands, and she explains why this is important. This helps children to learn about healthy hygiene practices.
- Children respond well to the childminder and listen intently to what she has to say. She has set appropriate rules and boundaries for the children to follow.

However, at times, these are not consistently reinforced for all children. For example, although the childminder expects all children to help with simple tasks, such as tidying up, some children help the childminder when asked to, while others carry on playing. Therefore, sometimes, children do not receive clear messages about what is expected of them.

- The childminder keeps her childcare knowledge and understanding up to date by, for example, attending regular training. She seeks to refresh her knowledge and develop her skills to improve practice. This has a positive impact on the care and learning that the children receive.
- Children are developing a love of books. The childminder has a selection of fiction and non-fiction books and reads to children with enthusiasm. Children select books independently and handle them with care. When looking at the pictures, children point out objects and comment on what they see. They are developing their literacy skills and an understanding of the world in which they live.
- The childminder carries out regular risk assessments to ensure that the premises is secure and safe for the children. She is vigilant when identifying potential dangers. The childminder teaches the children how to recognise hazards and discusses ways in which they can minimise these. She revisits safety procedures and routines with them. This gives children strong foundations and skills to protect themselves and learn good safety practices.
- Parents express their gratitude for the education and care that their children receive from the childminder. They explain that they are kept updated about their children's learning and daily activities through regular feedback. Parents say that they are happy with the progress their children are making.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge and understanding of safeguarding. She can clearly explain her role in keeping children safe and protecting their welfare. With regular training, the childminder refreshes her awareness of child protection issues, and she seeks to find out more about the concerns in the community she lives in. The childminder is alert and watchful for signs and indicators that could suggest that a child is suffering from abuse. The childminder has a well-thought-out procedure to exit the property in the event of a fire. She keeps all exits clear and has put appropriate arrangements in place to ensure the safety of all children.

What does the setting need to do to improve?

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

- reinforce routines and boundaries even more consistently to strengthen children's understanding of what is expected of them.

Setting details

Unique reference number	EY400248
Local authority	Surrey
Inspection number	10289633
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	30 November 2017

Information about this early years setting

The childminder registered in 2009. She lives in the Knaphill area of Woking, Surrey. The childminder offers care Monday to Friday, from 7.15am until 5.30pm, all year round, except for family holidays and bank holidays. She has an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Kelley Ellis

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children communicated with the inspector during the inspection.
- 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.

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