

Childminder report

Inspection date: 11 September 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 arrive at this welcoming setting with excitement and a keen interest in learning. They settle quickly, forming excellent relationships with the childminder and her assistants; when children feel unsure, they confidently seek them out for cuddles and reassurance. The childminder meets with children and their parents before starting in order to gather information about their starting points and interests. She uses this information to plan for children's developmental needs from the beginning. For example, she makes changes in her environment so that children can hold on to equipment when they are learning to walk.

Children demonstrate good behaviour and respond positively to the childminder and her assistant's instructions. They engage in cooperative play, sharing toys and resources with their friends. Children illustrate this as they work together to build sandcastles. They count 'one, two, three' before they eagerly lift the pot up to reveal the 'castle'.

High-level conversations and interactions support children to make good progress in their communication and language development. The childminder enthusiastically engages children in conversations and supports them to hear new vocabulary. Older children form long sentences and use a wide range of vocabulary during their play. Babies babble and take part in back-and-forth interactions.

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

- The experienced childminder plans her curriculum with activities and experiences to promote children's interests and help them achieve their next steps in learning. For instance, offering tummy time to develop core body muscles to support babies who are learning to crawl and sit. Older children show good control and coordination during a threading activity. They focus on holding the shoelace and directing the tip through the shapes they are threading.
- Children are learning how to keep themselves healthy. The childminder encourages children to be active and enjoy being outside in the fresh air. She provides a range of homemade healthy meals and snacks. The childminder reinforces the message of healthy eating by teaching children how to grow their own fruit and vegetables.
- Children have opportunities to develop a love of books. They independently select books and take them to the childminder to read. The childminder uses different tones in her voice when she reads stories. This helps to capture children's interests, and they listen and follow the story well.
- Children enjoy daily music and singing sessions. For example, they show great enjoyment as they move their bodies along to 'The Wheels on the Bus'. The childminder incorporates songs into all activities. For instance, she sings the

'Sharing is Caring' song when she is explaining how children should behave.

- Overall, children are encouraged to be independent learners. They make choices in their play and select resources themselves. However, sometimes, the childminder does things for children that they could learn to do for themselves, such as wiping their own nose. This does not promote children's independence as much as possible.
- The childminder and her assistants work well together, and each bring their own strengths to the provision. They regularly complete training to keep up to date with current childcare practices. For example, recent training has improved their knowledge of how to effectively promote children's language and communication skills. However, supervisions do not yet focus sharply enough on specific areas for improving personal effectiveness. For instance, strengthening the team's understanding of how to fully promote what children need to learn next.
- Parents are extremely complimentary about the quality of care and education that their children receive. They love the provision and comment enthusiastically about the 'exciting experiences' that the childminder provides for children. Parents explain how kind and caring the childminder and her team are.
- The childminder values the home language of children who speak English as an additional language. Children hear their home language alongside English as they learn through play.
- Older children are considerate of the needs of the babies. They have learned how to show them care and consideration. For instance, they actively comfort babies when they are upset by offering them a different toy to distract them with. Babies respond well to this and smile at their peers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants show a secure understanding of safeguarding, including their roles and responsibilities. They have completed training, which helps them to recognise indicators that may raise their concerns about children's welfare. They know how to manage concerns should they arise about children or each other, including making referrals to outside agencies. The childminder and her assistants complete regular visual risk assessments of her home and during outings. They complete regular checks of sleeping children to monitor their safety and well-being. This helps to ensure that children are kept safe at all times.

What does the setting need to do to improve?

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

- support children to extend their independence skills during daily routines
- provide assistants with more robust supervision, which supports them to develop their individual practice to the highest levels.

Setting details

Unique reference number	EY492962
Local authority	Surrey
Inspection number	10305164
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	12
Number of children on roll	10
Date of previous inspection	13 February 2018

Information about this early years setting

The childminder registered in 2015. She lives in Guildford, Surrey. The childminder offers care during term time only, from 7.30am to 6.30pm, Monday to Thursday. She regularly works with an assistant. The childminder is in receipt of funding to provide early education for children aged two, three and four years. The childminder is a qualified teacher.

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 provider and has taken that into account in their evaluation of the provider.
- The childminder discussed her curriculum intentions with the inspector during the learning walk.
- Parents shared their views of the setting through written feedback.
- The inspector observed the quality of interactions between the childminder, her assistant and the children.
- The inspector sampled relevant documents.
- The inspector spoke to children to find out about their time at the setting.

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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