

# Childminder report

---

Inspection date:

26 September 2023

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

---

Previous  
inspection

Good

## What is it like to attend this early years setting?

### This provision meets requirements

The childminder creates a welcoming, homely environment, where children are happy and content. Children behave very well and follow the childminder's rules to keep them safe. For instance, on the walk from school, the children know to stay in front of the childminder, so she can always see them. The children enjoy their walk and chat enthusiastically about their day. Older children are good role models. They support younger children to complete tasks, such as clearing the table after snack time. This helps children follow routines and show respect for their peers. The childminder encourages good manners and the children are polite to both adults and their peers. They spontaneously say please and thank you and are kind to each other. As a result, children are learning how to develop good relationships.

The childminder provides the opportunity for children to make choices and choose activities. Children can access resources independently or take part in planned activities. She considers children's individual ages and interests, which helps to make them feel included and valued. As a result, children remain engaged and focused during activities. The childminder also recognises that some children need time to relax after their school day. She provides quiet spaces for children to complete homework and calm spaces for them to rest.

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

- The childminder is experienced and passionate about her provision. She knows the children well and has formed good bonds with them. As a result, children settle well and are comfortable in her care.
- The childminder evaluates her practice and considers how to extend and develop activities. For example, she adds more resources to an art activity to keep children interested and engaged.
- Parents are happy with the care the childminder provides. They say their children enjoy the activities on offer and feel safe in her home.
- The childminder communicates well with parents. She gathers their feedback to help evaluate her practice and meet the needs of each family. The childminder passes messages on to parents given by teachers at school pick up time. This ensures parents receive information about their child's day.
- The childminder encourages children to take care of their own personal needs. For example, she reminds children to wash their hands for snack time. This helps children to establish good hygiene routines and develop their independence and life skills.
- The childminder provides the children with a healthy snack and drink when they arrive from school. Snack time is a sociable experience and includes all children. The children talk enthusiastically to each other and help to serve the food. This

gives children responsibilities and helps them develop social skills.

- Children can choose to play outside in the enclosed garden area. This provides the opportunity for them to benefit from physical exercise and fresh air after the school day.
- Children enjoy taking part in art activities. They enthusiastically join in and share their ideas with the childminder. Throughout the activity, the childminder provides encouragement and praise. This helps to boost children's confidence and self-esteem.
- Children play together imaginatively. They share resources and take turns showing consideration for their peers. For instance, children create a dinosaur farm using small world figures. They develop the enclosures together and play cooperatively. The childminder plays alongside and introduces new words, such as 'amphibian' and 'salamander'. This helps to extend children's range of vocabulary.
- The childminder has conversations with the children and listens to what they have to say. She gives children time to reply to questions and repeats their sentences clearly to role model good language. This helps to support the development of children's speech and language skills.
- The childminder networks with other childminders to support her practice and share ideas. She keeps informed of new legislation and the latest updates for professional development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms that could indicate a child might be at risk of harm or abuse. She knows how to record and report her concerns when necessary. The childminder risk assesses activities, the play environment and time outside the home to ensure children are safe. She completes mandatory paediatric first aid and safeguarding training and keeps her training up to date. The childminder does not give children access to the internet while in her care to protect them. She obtains information about children's dietary requirements and allergies to ensure they eat the correct food at mealtimes.

## Setting details

<b>Unique reference number</b>	EY232470
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10301573
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	5 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	12 January 2018

## Information about this early years setting

The childminder registered in 2002. She lives in Guildford, Surrey and provides before- and-after school care for children on Monday to Thursday from 8am to 9am and 3pm to 5pm, term time only. The childminder has a level 3 childcare qualification.

## Information about this inspection

### Inspector

Lisa Smith

### 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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views of the setting with the inspector.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023