

# Childminder report

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Inspection date:

27 September 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

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

### **The provision is good**

Children build secure and trusting bonds with the childminder and enjoy the time they spend with her. They are clearly very settled as they move around the home and garden with confidence. Children are self-assured and are building on their independence skills with support. The childminder exposes children to a wide variety of experiences that are based on their interests. For example, children who are interested in aeroplanes are taken to the local airport to see the different types of aircraft. Children have many other opportunities to explore the local area, and this helps them to develop a knowledge of their diverse community and confidence in their surroundings.

Children enjoy the warm praise given by the childminder. The childminder is a positive role model and manages minor disputes well, which helps children to understand the behaviours they should display. Children are learning how to keep themselves safe. For example, as they climb up the climbing frame, the childminder encourages younger children to use the wooden ladder with wider steps, rather than the ladder with metal rungs. Children's communication and language skills are supported well, and young children are becoming confident speakers. The childminder spends time getting to know children and their families. Parents are very happy with the care their children receive.

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

- Children benefit from the childminder's positive attitude towards her own professional development. She ensures that her mandatory training, such as first aid, is up to date, but also seeks out other courses to enhance her practice. For example, the childminder recently completed a course on transitions in the early years, which helped her to support older children who were leaving to go to school.
- Young children are very physically confident for their age. They choose to spend a lot of time in the garden, where they climb up the climbing frame and slide down the slide. Toddlers pull themselves upwards and backwards onto swing seats with ease, and the childminder teaches them how to swing, saying 'forwards' and 'backwards'.
- The childminder monitors and tracks the progress children make. She uses this information to help her identify any gaps in their development. The childminder shares this information regularly with parents, which helps them to support their children's learning at home.
- Overall, the learning environment is well set out by the childminder to support children's all-round development. However, some available resources are not prepared for children's play, which prevents children from fully enjoying these and developing their learning further. For example, on the day of the inspection,

some equipment in the garden was too wet for children to play on. Although the children showed interest, the childminder acknowledged that she had not fully considered this. In addition, when children showed interest in the mud kitchen, the childminder did not pick up on this. Although she has additional resources for the kitchen, she did not support children to get these out. This limited what the children were able to do with it and their interest was reduced.

- The childminder supports young children's emerging communication and language skills well. Children hear a wide range of vocabulary as the childminder provides a commentary about what they are doing. The childminder repeats words that children say, so they hear the correct pronunciation of words.
- The childminder promotes children's health and hygiene to a generally good level. However, she has not fully considered how to support children to learn good hygiene practices. For instance, she uses water-based baby wipes to clean the children's hands before meals, when the children have spent the morning outside. This practice does not support children effectively to develop their awareness of how to kill germs, build on their personal independent skills and develop hygienic practices.
- Young children are developing good relationships with their peers. They enjoy each other's company and are learning how to negotiate and take turns. For example, one child sits on a ride-on fire engine, while another child moves the ladder and enjoys the clicking sound it makes. The children then swap over so that they both have equal turns.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the importance of safeguarding children and explains the actions she would take if she were concerned that a child is at risk of harm. She has a good understanding of how she can keep children safe. For example, she positions safety gates to ensure that children do not access areas, such as the front door and stairs, without supervision. The childminder encourages appropriate 'risky play' to help children recognise their strengths and abilities and to learn how to assess risks for themselves. For example, she talks to children about how to climb safely down a ladder.

## What does the setting need to do to improve?

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

- ensure that areas of the learning environment are well prepared and sufficiently resourced to fully support children's play
- improve hygiene routines and help children to understand the importance of hygienic practices and washing hands, particularly before eating.

## Setting details

<b>Unique reference number</b>	120726
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10304530
<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>	1 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	9 March 2020

## Information about this early years setting

The childminder registered in 2000 and lives in Brookwood, Surrey. She operates all year round, from 8am to 6pm, Monday to Friday, except for family holidays.

## Information about this inspection

### Inspector

Nicky Hill

### 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 and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The childminder provided the inspector with a sample of key documentation on request.
- The children engaged with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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.

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