

Childminder report

Inspection date:

27 September 2023

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they are happy and content in the childminder's care. She is attentive to their needs and has warm bonds with them. This helps the children in her care to feel safe and secure. The childminder encourages and praises the children during their play, which supports children's emotional well-being and self-esteem.

The childminder has established secure routines and systems. For example, on arrival, children take off their shoes and pop their belongings into their named baskets. Furthermore, children have multiple opportunities to develop their physical skills. They use tools with good control and are confident in feeding themselves. This supports children's independence skills, strengthens their small-muscle development and builds their growing confidence.

Overall, children make good progress in their learning and development. The childminder ensures that her curriculum follows children's current interests and meets their individual needs. She has clear intentions of what she wants children to learn and can explain and demonstrate how she puts this into action. The childminder focuses on supporting children's personal development, speech and language and physical skills.

The childminder is a good role model and helps children to understand the importance of sharing and taking turns. She reminds children to let others have a go during play and activities, so that all children feel included. As a result, children behave well and are kind to one another.

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

- The childminder and her co-childminder take children on a variety of interesting outings. For example, children benefit from valuable experiences such as train journeys to places of interest and visits to local parks and playgrounds. Children gain a good understanding of their surroundings and benefit from plenty of fresh air and exercise. This has a positive impact on their personal and physical development, and further supports their understanding of the world they are growing up in.
- The childminder and her co-childminder support children to learn about the natural world. For example, they take them on nature walks where they collect leaves and conkers and find out which tree they belong to. To further engage children in their learning, they use these natural resources in art and craft activities. This helps children to appreciate and learn about the natural world, ignites their imagination and promotes their creative development.
- Children make good progress in their communication and language

development. For example, when they are engrossed in role play, the childminder asks them what ingredients they will put in their sandwiches. She repeats what they have said so that children learn the correct pronunciation of the word. This helps children to connect meanings to new words and supports their developing language skills effectively.

- The childminder and her co-childminder provide healthy meals and snacks for the children. However, they do not make the most of these opportunities to teach children about healthy eating choices. This means children do not consistently gain an understanding as to why it is important to nourish their growing bodies.
- The childminder supports children to learn about traditional children's literature. She reads to them and uses props and different voices to make stories such as 'The Three Little Pigs' come to life. Overall, children show good levels of enjoyment as they become engaged in the story. However, at times, the childminder does not recognise how to keep children engaged for longer periods, as she moves on too quickly. As a result, children lose interest and become fractious. This means, at times, the intended learning is not consistently achieved.
- Partnership working with parents is strong. The childminder and her co-childminder gather detailed information about children and their families from the start. They find out about children's routines, individual needs and their development at home before parents leave children in their care. They use this, along with their own assessments of children's learning, to plan for the next steps in children's development. This helps children make good progress from their starting points.
- The childminder and her co-childminder work very well together. They share all aspects of running the provision and ensure information is shared. For example, they consistently discuss the progress of individual children and how they can further support them in their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding about her role in keeping children safe. She undertakes regular training and has relevant literature and information to hand to refer to. The childminder recognises signs and symptoms that might indicate children are at risk of harm. She understands how to refer any concerns about children's welfare to the local safeguarding children partners. The childminder recognises risks for children's well-being, such as poverty, and discusses her role in supporting children and families. Therefore, she provides children with a safe and secure place to play and learn.

What does the setting need to do to improve?

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

- make the most of opportunities to teach children about healthy eating choices
- strengthen teaching during activities so that children are fully engaged and the pace of activities meets the changing needs of all children.

Setting details

Unique reference number	EY490281
Local authority	Surrey
Inspection number	10295540
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 3
Total number of places	12
Number of children on roll	5
Date of previous inspection	8 December 2017

Information about this early years setting

The childminder registered in 2015. She lives in Addlestone, Surrey. The childminder works with another childminder at this address. The childminder works Monday to Thursday throughout the year, between 8.30am and 5.30pm. She is registered to receive early education funding for children aged two, three and four years.

Information about this inspection

Inspector
Katharina 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 childminder and has taken that into account in their evaluation of the childminder.
- The inspector observed the implementation of the curriculum during activities indoors and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder and they discussed their findings.
- The inspector spoke to children and observed their activities.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training and registers.
- The inspector considered the views of parents provided on the day of the inspection.

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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