

Childminder report

Inspection date: 9 October 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

The childminder spends time getting to know children well. She works closely with parents right from the start, gathering detailed information on children's abilities, likes and dislikes. She uses this information to help inform her initial assessments and meet children's individual needs.

Children settle quickly into the childminder's and assistant's care, demonstrating that they feel happy and secure. They enjoy caring for the pets in the childminder's home. For example, children learn what and how to feed the guinea pigs. The childminder and assistant provide children with daily opportunities for fresh air and outdoor play. For instance, children build on their stamina as they excitedly move around the vast garden and enjoy running up and rolling down the hill. They go on outings to the local forest and park, where they learn about nature. This helps to build on their understanding of the natural world.

The childminder and assistant consistently praise children for their achievements, which boosts their confidence and self-esteem. For example, children become excited when they are praised for naming the colours of the cars. They are motivated to learn and are keen to take part in activities with their friends. For instance, children enjoy playing together in the water tray and laugh with delight as they empty and fill the containers. This supports children to build positive relationships.

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

- The childminder is dedicated and shows a genuine passion for her role in supporting children and their families. She regularly reflects on her own and her assistant's practice. They expand their skills and knowledge through a variety of training courses.
- The childminder uses her knowledge of child development to assess the children and plan her curriculum. She reflects on this frequently, and carefully plans activities to build on what children know and can do. The childminder skilfully helps children to explore, express and understand their emotions by engaging in activities to support this. For example, children enjoy stories about feelings, and discuss and copy facial expressions showing different emotions. This supports children's learning and development.
- The childminder and assistant support children's developing speech and language skills, modelling words clearly and engaging children in conversation. For instance, children compare and discuss the different sized vegetables, alternative words are introduced to describe the sizes, such as 'little and big' and 'small and large'. However, at times, children are asked lots of questions in quick succession. This does not give them the time to process and respond to what

they are being asked. This does not enable children to build on their developing thinking and problem-solving skills as effectively as they could.

- Children have a clear routine; they behave well and understand what is expected of them. For example, when the childminder begins to prepare the healthy lunch, children excitedly go to wash their hands and then find their seat, where they sit and wait patiently. Children show good manners and are supported to share the toys, using words such as 'please' and 'thank you'. They demonstrate a clear understanding of the rules and boundaries at the childminder's home.
- The childminder and assistant support children with special educational needs and/or disabilities (SEND) well. They work in partnership with parents and professionals to ensure children receive the support they need. The childminder and assistant undertake specific training, so that they can further support the children in their care. This supports children with SEND to make good progress.
- Children enjoy a wide variety of opportunities to learn about the wider world. They celebrate the traditions and festivals of their friends, which helps them to learn about cultural backgrounds other than their own. For instance, they learn about different food, languages and where people are from. This supports children to develop an understanding of the wider world.
- The childminder develops strong relationships with parents. They speak positively about how supportive the childminder is. The childminder keeps parents informed about their children's progress and the different activities they have participated in. She routinely shares ideas and suggestions on how parents may support children's learning even further at home. This supports children to continually develop and make progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistant have a secure understanding of how to safeguard children. They both complete regular training to keep their knowledge current. The childminder and assistant both know how to identify possible signs and symptoms of abuse, and the procedures to make a referral about a child or an adult. The childminder risk assesses her home and equipment to ensure children are always safe and secure. For example, she uses video monitoring systems to check on children when they are sleeping. The childminder ensures that suitability checks for her assistant and members of her household are completed.

What does the setting need to do to improve?

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

- ensure children are given time to respond to questions, so that they can process and express their thoughts.

Setting details

Unique reference number	EY493059
Local authority	Surrey
Inspection number	10286003
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 9
Total number of places	6
Number of children on roll	13
Date of previous inspection	27 October 2017

Information about this early years setting

The childminder registered in 2015. She lives in Guildford, Surrey. She operates her service all year round, from 8.30am to 5.30pm, Monday to Thursday. The childminder has an assistant.

Information about this inspection

Inspector

Nicole Atkinson

Inspection activities

- This was the first routine inspection the provider 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.
- 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.
- Children communicated with the inspector during the inspection.
- The inspector spoke to the assistant at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views of the setting with the inspector.
- 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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