

Childminder report

Inspection date: 31 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

Children receive a warm welcome when they arrive at the childminder's home. They separate easily from their parents and are eager to go inside. Children develop secure and nurturing relationships with the childminder and her assistants. These help them to settle quickly and to feel safe and secure. Children explore the toys and resources with confidence and enthusiasm. They happily engage with the childminder during their play and love how she gets down to their level, playing alongside them, encouraging their curiosity and motivating them effectively. Children find their favourite stories and ask adults to read to them. They listen intently as the childminder reads familiar phrases from books and encourages children to join in with counting or colour recognition.

Children benefit from the childminder's clear explanations about rules and boundaries. These help them to develop a sense of right and wrong and to learn social skills, such as sharing. Children have a positive attitude to learning. They move around the setting with ease and enthusiasm. Children have an amazing time investigating colours to paint a picture of fireworks and exploring a range of Halloween stencils. They confidently recognise most colours. The childminder has high expectations of children, and they rise to the challenge by following the setting's routine with confidence. They are very well behaved. Children often use 'please' and 'thank you' when interacting with their peers. This boosts their self-esteem and helps them feel valued and appreciated.

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

- The childminder is passionate about providing children with a positive start to their education. She provides a well-balanced curriculum to prepare children for the next stage of their developmental journey. The childminder monitors children's progress closely and ensures that they receive targeted support. Children make good progress from their individual starting points.
- Children are eager to explore the many resources and activities. They concentrate for long periods of time on the things that they enjoy. For instance, children focus intently as they use scissors to cut dough into chunks and small pieces. They demonstrate their creativity as they use cutters to make a daddy, hearts and stars. However, sometimes the childminder is so keen to model what to do that she does not provide time and opportunity for children to practise and try to do things for themselves. This does not always encourage children to become independent learners.
- The childminder speaks clearly to children at a level that suits the stage they are at in their communication and language development. All children hear a wide range of words spoken in well-structured sentences. Younger children hear repeated words and sounds, and they mimic the childminder, receiving praise

when they respond. Mathematical language, such as size, number and shape, is incorporated into everyday conversations to naturally stimulate children's interest and understanding of mathematics. Children are confident learners and are beginning to take risks in their play.

- The childminder understands how to work with external agencies to support children. She is aware that some children will need additional support with their learning. The childminder knows how to access support to further develop her own knowledge. Children with special educational needs and/or disabilities are well supported.
- Parents are very happy with the care and learning experiences the childminder and her assistants provide. They praise all the fun and inspirational activities the childminder provides to all children. The parents feel included in their child's learning and notice the progress they make. They are 'thrilled' with aspects of the provision, such as the communication and settling-in process.
- The childminder shares a large repertoire of songs with children, which helps to build their vocabulary. Children enjoy rummaging in the song sack to find an object to sing about. They excitedly join in with actions, dancing around and making noise. The childminder uses her experience of children's communicative development to identify any early signs of delay. However, the childminder has not yet implemented strategies to support children's non-verbal cues to help them express themselves. This means that, on occasions, some children become upset and frustrated when they cannot make their needs and feelings understood.
- The childminder and her assistants complete regular training to keep their knowledge up to date. They network with other colleagues at the range of toddler groups they attend weekly. The childminder continually finds ways to improve her practice and give children the best possible experience while in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants know how to recognise the signs that a child is at risk from harm. The childminder ensures that she keeps her own and her assistant's safeguarding training and knowledge up to date and has robust safeguarding procedures in place. They know how to record incidents and refer concerns to the appropriate agencies. The childminder and her assistants ensure that the environment is safe and secure and risk assessments are completed for trips and visits. The childminder and her assistants supervise children well and help them to learn about road safety.

What does the setting need to do to improve?

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

- provide time and opportunity for children to do things for themselves, in order to learn and practise new skills and promote their independence
- develop effective strategies to support children to express their wishes and feelings.

Setting details

Unique reference number	120805
Local authority	Surrey
Inspection number	10289213
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	1 to 4
Total number of places	12
Number of children on roll	7
Date of previous inspection	16 November 2017

Information about this early years setting

The childminder registered in 1995 and lives in Guildford, Surrey. She operates during term-time only, from 8am to 5pm, Monday to Friday. The childminder holds a level 3 childcare qualification. The childminder provides funded early education for two-, three- and four-year-old children. She works with two assistants, one of whom is a qualified teacher.

Information about this inspection

Inspector

Amanda Harrison

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 childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation with the childminder in the morning.
- 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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