

Childminder report

Inspection date: 21 November 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 are content and settled, and they play harmoniously together. The well-qualified and experienced childminder knows the children very well. She has high expectations for what they can achieve and provides an environment that successfully engages them. Resources are easily accessible, which enables children to make independent choices in their play.

Children demonstrate a positive attitude towards learning. When faced with challenge, they are willing to have a go, and they confidently recognise previous learning. For example, when looking at photo albums, they giggle with excitement as they recognise themselves and their friends and talk to the childminder about the activities they have enjoyed.

All children make good progress from their starting points. The childminder's curriculum has a strong focus on children's language development. She has created an environment where talking and listening are highly valued. She continuously encourages children to use new words. For example, as they play with toy dinosaurs, she supports them to repeat words, including scaly, spiky and rough, to help extend their vocabulary. Throughout activities, the childminder provides a dialogue, models correct sentence structure and engages in simple conversations. Children communicate effectively with the childminder and enjoy singing familiar songs and rhymes.

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

- The childminder develops caring relationships with children in a secure supportive environment. Children are happy. They spontaneously give her a hug or sit on her lap while they are listening to stories. She uses her interactions skilfully to guide their play and extend their learning. For example, she encourages them to talk about what they can see in books.
- Children are encouraged to make healthy food choices and follow robust hygiene practices to support the development of healthy lifestyles. The childminder places a good focus on promoting children's overall health and well-being. She ensures that young children have plenty of opportunity for fresh air and exercise, such as through visits to local parks.
- The childminder has the same ambition for all children. She uses assessments effectively to check children's progress and identify any gaps in their learning. The childminder works well with other professionals involved in children's care. She follows their lead to provide more targeted support for children who need extra help.
- Overall, the childminder has created an environment to allow children to make choices in their play. However, she does not consistently adapt her teaching in

response to children's individual interests. For instance, although young children want to be physically active, she does not adapt the environment in response to this. As a result, children become easily distracted and, occasionally, climb on the available resources, such as sofas and chairs.

- The childminder has high expectations for behaviour. She sets clear rules and boundaries and uses lots of praise to reinforce positive behaviour. Children respond by showing good behaviour, manners and quickly respond to instructions from the childminder.
- Children develop good levels of self-confidence as the childminder encourages them to develop independence. For example, children use safety knives to cut up fruits for their snack. The childminder provides lots of praise and encouragement. This helps children to develop resilience.
- Partnerships with parents are good. The childminder has positive working relationships with parents. She discusses children's progress with them to share information and support children's ongoing learning. Parents comment that their children enjoy the variety of experiences that are provided by the childminder, such as visits to horticultural gardens and baking activities. They remark that the childminder provides them with regular updates on the progress their children make.
- The childminder skilfully helps young children to develop mathematical language and an understanding of numbers. She successfully weaves counting and mathematical understanding into children's daily routines and play. For example, children learn about different sizes of dinosaur feet as they use these to make patterns in dough.
- The childminder is committed to her ongoing professional development. She has undertaken a number of online courses to strengthen her existing knowledge. For instance, she has completed training to help her to support children with special educational needs and/or disabilities more effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to ensure that the children in her care are kept safe. She completes daily checks of her home to identify and eliminate any potential risks. Children are well supervised, especially when eating and sleeping. The childminder has a secure understanding of the signs that might indicate that a child is at risk of harm. She has clear procedures in place and knows what to do if she has a concern. This includes if she has concerns about any adults working with children.

What does the setting need to do to improve?

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

- identify and help younger children to follow their interests when they want to be physically active indoors.

Setting details

Unique reference number	EY485361
Local authority	Surrey
Inspection number	10305347
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	6
Number of children on roll	5
Date of previous inspection	19 February 2018

Information about this early years setting

The childminder registered in 2015 and live in Ottershaw, Surrey. She operates all year round, from 7.30am to 5.30pm, Monday to Wednesday.

Information about this inspection

Inspector

Ingrid Howell

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 her evaluation of the provider.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children and how to assess and plan for children's learning.
- The views of the parents were gathered through written feedback.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector sampled a range of documentation, including paediatric first-aid certificate and public liability insurance.

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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