

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

The childminder places children's emotional well-being at the heart of her practice. She provides a warm and welcoming home-from-home setting. Children thoroughly enjoy their time with the enthusiastic childminder and her assistant. They form affectionate bonds with both adults. The childminder seeks a range of information from parents during settling-in sessions. She uses this information to support her to plan for children's learning from the outset.

The curriculum is sequenced well to build on what children know and can do over time. The childminder and her assistant place a strong emphasis on communication and language. Throughout activities, they encourage children to participate in two-way conversations. The childminder and her assistant allow children time to think and respond when asking them questions. This helps to promote confident communicators.

The childminder and her assistant have high expectations of children's behaviour. They know them well and give consistent messages to help them understand the rules and boundaries. Children are encouraged to share and take turns with their peers. They demonstrate good manners and know to wait for their friends to finish eating before they get down from the table.

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

- The childminder and her assistant work very well together to achieve their shared aspirations for children's learning. They take part in regular training to update their knowledge and refresh their skills. The childminder meets regularly with local childminders where she discusses and shares good practice with them.
- The childminder and her assistant plan activities that help children to strengthen their skills over time. For example, during a play dough activity, younger children develop their whole-hand grasp by squashing the dough in their hands. Older children are encouraged to develop their pincer grip as they make marks and patterns in the dough. These activities help to develop children's fine motor skills, which supports their later writing.
- The childminder recognises that partnerships with parents are important to promote children's knowledge and skills. For instance, she encourages parents to read with children at home by providing a lending library to share their favourite books. The childminder knows this can help to develop their vocabulary and a love of reading.
- The childminder encourages children to follow good hygiene practices. For example, they know to wash their hands before meals and after using the toilet. Children devour the healthy, home-made meals and snacks that the childminder provides. The childminder teaches children the importance of oral health and

healthy eating. As a result, children are developing an awareness of healthy lifestyles.

- The childminder encourages children to explore the world around them. For example, she provides them with binoculars to look for wildlife in her garden. Children squeal with delight as they spot squirrels and birds feeding in the garden. These experiences help children to learn about and respect local wildlife.
- The childminder provides children with opportunities to develop their independence skills. They learn to feed themselves and wash their own hands. However, sometimes, the childminder is too quick to help children. For example, she wipes children's noses without letting them try to do it for themselves. This does not allow children to consistently develop their skills.
- The childminder provides support for children with special educational needs and/or disabilities. She is alert to signs that children may need additional help. The childminder identifies gaps in their knowledge and supports families to access expert help where required.
- Partnerships with parents are strong. Parents are delighted with the care and education their children receive. They speak highly of the childminder, saying she provides a 'home-from-home' environment with 'care, love and support for the whole family'.
- The childminder skilfully links songs to activities to help children make connections in their play. For instance, she talks to the children about a star shape and then links this with the nursery rhyme 'Twinkle Twinkle Little Star' by singing it to them. This helps to support children's understanding and thinking skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have recently updated their safeguarding training to keep their knowledge of child protection up to date. They have a good understanding of their roles and responsibilities to safeguard children. They are aware of the signs and indicators of abuse and understand the procedures to follow should they have concerns about a child's welfare. The childminder and her assistant deploy themselves well to meet the needs of the children. The childminder completes suitable risk assessments on equipment, outings and her home to keep children safe.

What does the setting need to do to improve?

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

- extend opportunities further for children to develop their independence skills through daily routines.

Setting details

Unique reference number	EY436924
Local authority	Surrey
Inspection number	10305506
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 9
Total number of places	12
Number of children on roll	19
Date of previous inspection	23 February 2018

Information about this early years setting

The childminder registered in 2011. She lives in Woking, Surrey. The childminder operates for most of the year, from 8am to 6pm, Monday to Thursday. She works with an assistant, both of whom hold a relevant level 3 qualification. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Richards

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 discussed with the childminder and her assistant the aims for the curriculum and the impact that this has had on children's learning.
- Consideration was given to parents' written comments.
- Relevant documents were reviewed by the inspector, including evidence of the childminder's training and the suitability of her assistant.
- The inspector and the childminder evaluated a planned activity and discussed the impact on children's learning.
- Children spoke to the inspector about the activities they took part in.

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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