

Childminder report

Inspection date: 23 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 is kind and caring. She provides a warm, nurturing environment for children and families. All children, including those who are new at the setting, settle quickly. The childminder has high expectations of all children. She ensures that she is aware of children's individual needs and learning styles. Children are happy and enjoy one another's company. They eagerly include the childminder in their games. The childminder is skilled at capturing and maintaining children's interests. For example, she uses actions and different tones to her voice when pretending to be a crocodile. Children giggle with delight as they clap their hands together and shout out 'snap, snap, snap', imitating the behaviour of the reptile.

The childminder builds effectively on children's interest in animals. She provides good commentary as they eagerly play with toy animals. Children know the names of many animals and where they live. Older children sort animals into groups depending on whether they have seen them at the farm or at the zoo. Younger children enjoy making the sounds of the animals. They listen well and join in with their favourite songs and rhymes. Children move enthusiastically around the room in a variety of ways, pretending to be the animals in the song. The childminder praises them for their ideas and recall of prior knowledge, supporting their self-esteem and emotional well-being. Children behave well and develop positive attitudes to learning.

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

- The childminder provides healthy meals and snacks for the children. She uses these opportunities to teach children about healthy eating choices. As a result, children gain a good understanding of why it is important to nourish their growing bodies. Children tell the childminder that fruit is healthy to eat. They independently help themselves to drinking water and are reminded to drink regularly to keep hydrated.
- Parents are highly complimentary about the care and education their children receive. They comment that their children have 'grown and flourished' in the childminder's care. The childminder regularly gathers parent's views to reflect on her practice and to ensure that they are happy with the service she provides.
- Children make good progress. The childminder knows children's interests and uses these to build on what they already know. However, at times, during focused activities, the childminder tries to include too many learning objectives at once. Some activities are too complicated for younger children. They are not given the opportunity to follow their own curiosity and use critical thinking. As a result, the learning intent, at times, is not fully considered and well-planned for all children. For example, during a road safety and transport activity, younger children quickly became distracted. Their interest was in how to dismantle the

train track.

- Children develop a love for books. They enjoy listening to stories and reflect on past experiences, such as talking about their recent visit to the farm. However, there are fewer opportunities for children to freely develop their mark-making and early writing skills throughout the day. Although resources are available to some children, they are not easily accessible to all. As a result, children are unable to develop their early writing skills during spontaneous play. This does not fully support children to consistently build on their emerging literacy skills.
- The childminder is a good role model to children. She gently supports children to learn how to regulate their emotions and consider others. Children benefit from consistent rules and boundaries. This helps them understand what behaviour is expected of them. Children spontaneously say 'please' and 'thank you' when sharing resources or helping to get the meal table ready. The childminder helps children to learn about others through organising regular visits to groups and places of interest. The children join in with raising money for charities and learn about why they are raising the money and how it will help others.
- The childminder ensures that she is up to date with mandatory training and continues her professional development. She has completed many training courses, including training focused on helping single fathers. The childminder implements the knowledge she gains into her practice to improve outcomes for the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of her role and responsibilities to safeguard children. She knows the signs and symptoms that may indicate that children are at risk of harm or abuse. The childminder knows what to do in the event she has any concerns about children in her care. She regularly updates her safeguarding training to help to keep her knowledge up to date. Regular risk assessments of her home and garden also help to keep children safe from harm.

What does the setting need to do to improve?

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

- strengthen teaching during activities so that children are fully engaged and the pace of activities meets the changing needs of all children
- enhance children's opportunities to use a variety of materials and tools to express themselves more freely.

Setting details

Unique reference number	EY552874
Local authority	Surrey
Inspection number	10305356
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	19 February 2018

Information about this early years setting

The childminder registered in 2017. She lives in Sunbury, Surrey. The childminder operates all year round, from Monday to Friday, except for bank holidays and family holidays. She receives funding to provide free early education to three- and four-year-old children.

Information about this inspection

Inspector

Hazel Farrant

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 and the childminder completed a learning walk around all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- Parents' views were taken into account by the inspector.
- The inspector looked at a sample of the childminder's documents. This included evidence about the childminder's suitability and training.

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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