

Childminder report

Inspection date: 13 December 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 develop strong relationships with the childminder and her co-childminder. They benefit from the warm, safe and secure homely environment that the childminder creates. Children have great fun as they learn and join in with activities. They routinely smile, laugh and enjoy affectionate hugs, with the kind and caring childminder. Children display high levels of self-esteem as they excitedly make independent choices in their play.

Children are well prepared for their next stage of learning. The childminder has high expectations for what all children can achieve. She uses a variety of experiences, including stories, songs and rhymes to help children to develop good communication skills. Throughout activities babies babble in their play and repeat single words and phrases. Older children confidently engage in two-way conversations with the childminder and enthusiastically recall their past experiences.

Children behave very well and show a positive attitude to learning. The childminder sets clear rules to help guide their behaviour and conduct. She teaches them effectively about boundaries of the setting, such as being kind to others and treating others with respect. Children are keen to engage with the childminder and their peers. They play harmoniously together, eagerly take part in activities, and have good social skills.

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

- The childminder has a good understanding of how children learn and develop. She completes regular assessments to help check on children's progress. Overall, she uses this information to provide a curriculum that supports learning across all areas of development. However, she does not fully consider how to adapt the activities to precisely target what the youngest children need to learn next.
- Children have an abundance of opportunities to learn about the importance of leading a healthy lifestyle. During meals they have interesting conversations about healthy foods and the importance of cleaning their teeth. The childminder ensures that children have plenty of opportunities to be physically active, such as through regular outdoor activities. During physical activity she reminds children of the importance of drinking plenty of water to keep themselves hydrated.
- The childminder supports children's mathematical development well. She provides a good range of activities to help them to learn to count and compare sizes. For instance, children count how many 'snowballs' will fit into a bucket and compare their sizes. Children confidently count to twelve and can identify the difference between the small and large snowballs.

- The childminder provides a range of opportunities for children to build their large-muscle strength. She incorporates physical activities into her everyday routines. For instance, children dance along to songs and rhymes. They demonstrate good skills as they move in a variety of ways, including, hopping, jumping, sliding and moving in slow motion.
- Children have meaningful opportunities that successfully support them in understanding diversity. They celebrate festivals associated with their family beliefs and celebrations. For instance, children sample foods and sing songs from Romania, to help them to learn about Romanian traditions.
- Children successfully develop the skills they will need for the future. They demonstrate good levels of independence and are keen to complete tasks for the childminder. For instance, they eagerly help to tidy the toys and older children hand out drinks to younger children.
- Parents are delighted with the wide range of experiences on offer. They appreciate how much time children spend learning outdoors, such as visits to the park. Parents comment on how this positively supports children's development. The childminder uses effective communication methods to share information with parents. For instance, she uses social media to enable her to update parents on activities and children's development.
- The childminder is committed to maintaining her good-quality provision. She continually reflects on what she can do to improve on her practice. For instance, she has identified that she would benefit from further training to help her to support children with special educational needs and/or disabilities. Subsequently, plans are in place for her to attend training that is targeted at improving her knowledge in this area.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children who may be at risk of harm. She is alert to possible indicators of when a child may need help. The childminder knows the relevant agencies to contact for guidance. The childminder attends child protection training and is aware of the correct procedure to follow should there be an allegation. The premises are secure, and the childminder carries out daily checks of the indoor and outdoor environments to ensure they remain safe for children to use.

What does the setting need to do to improve?

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

- refine the planning of activities so that they are more precisely tailored to support individual children's learning.

Setting details

Unique reference number	116064
Local authority	Surrey
Inspection number	10305495
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	5
Date of previous inspection	23 February 2018

Information about this early years setting

The childminder registered in 1997 and lives in Staines-upon-Thames, Middlesex. She works with a co-childminder. They operate from Monday to Friday from 8am until 6pm, except for bank holidays and family holidays. The childminder receives funding to provide free early education for children aged three and four years. The childminder holds a childcare qualification at Level 3.

Information about this inspection

Inspector
Ingrid Howell

Inspection activities

- This was the first routine inspection the childminder has 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 carried out a learning walk to discuss the childminder's curriculum.
- 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 childminder showed the inspector all areas of her home that she uses for childminding and explained how she organises her space and resources to meet children's care and learning needs.
- The inspector took account of the views of parents through written feedback provided.
- The inspector asked the childminder questions to establish her understanding of how to safeguard children.

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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