

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

The childminder provides a caring, nurturing and friendly environment, and children feel safe and secure in her care. As a result, children grow in confidence and are well prepared for their future learning. The childminder is a good role model and is consistent in her approach. She teaches children rules for behaviour and helps them to solve minor disagreements. For example, she provides gentle guidance on how to resolve a dispute over a toy. This helps children to understand how to share and what is expected of them.

Children make their own choices and decisions effectively. They demonstrate a positive attitude to learning and are keen to show their achievements to visitors. For example, they eagerly demonstrate how to make marks with their fingers in glitter. The childminder uses items as conversation starters to help to build their language skills. For instance, she projects snowflakes onto the ceiling, and children begin to talk about their experiences in the snow. This helps to teach them the rules of conversation. Children show perseverance and a will to succeed. For example, they match colours on a peg board and keep trying until they achieve their goal. The childminder's praise and encouragement helps them to feel a sense of pride.

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

- The childminder has a clear and well-organised curriculum that builds on what children already know and can do. However, the childminder asks questions that only require a one-word answer. This does not encourage the children to express their thoughts and challenge their thinking further.
- The childminder ensures that resources are easily accessible to enable children to be independent. For example, children help themselves to tissues and wipe their own noses. However, the childminder does not consistently help children to build on their awareness of other healthy hygiene practices, such as sharing why they need to cough into their hands and the importance of washing their hands afterwards.
- The childminder has close links with other professionals to support children's learning. She has established effective partnerships with other settings children attend and regularly shares information with them. This supports children to have consistency in their learning and development across all their carers.
- Children are involved in local community projects and real-life experiences that help to increase their knowledge of the wider world. For example, they regularly visit the local allotment to learn about and grow their own food. This helps them to understand where food comes from.
- Children have daily opportunities to exercise and be outside in the fresh air. The childminder teaches them how to keep hydrated and uses different techniques to

encourage children to drink water. For instance, at snack time, children are excited to use a 'special' china tea set. Children's understanding of healthy lifestyles is well supported.

- The childminder observes children closely and uses their interests to promote their learning. For instance, children mould dough to form a gingerbread man then use beads to decorate it. This develops their fine motor skills. Children confidently recite words from the gingerbread man story during their play and display an early interest in books. This supports their early literacy skills well.
- Children enjoy being creative and make shakers by filling Christmas baubles with rice and sparkles. The childminder encourages them to listen to the different sounds they make and enhances their experiences further by playing various styles of music. For example, they listen to the instruments being played in the gingerbread man orchestra music. This encourages their creativity well.
- Children show a vivid imagination and act out their prior learning as they engage in role play with their peers. For example, children pretend to be a chicken sitting on a nest to lay their eggs, and they act out their own experiences from the allotment. They are keen to show visitors the real eggs they have collected and talk about what they have learned about life cycles. The childminder uses these activities to help increase children's vocabulary.
- Parents are highly complimentary of the childminder and value the close relationships she has with their whole family. They appreciate the daily feedback they receive and welcome the regular exchange of information the childminder provides. This promotes close partnership working well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge up to date and is fully aware of the local safeguarding procedures and how to report a concern about a child. She promptly identifies hazards and implements appropriate risk assessments to keep children safe in her care. The childminder takes the necessary steps to ensure that any persons living in her home receive suitability checks, and she consistently reviews her environment to ensure it is safe and secure. She makes teaching safety a top priority and equips children with the skills and knowledge they need to keep themselves safe from possible dangers.

What does the setting need to do to improve?

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

- review and develop questioning techniques to provide greater challenge to children and extend their learning further
- provide a more consistent approach to increasing children's understanding of healthy hygiene practices.

Setting details

Unique reference number	EY285367
Local authority	Surrey
Inspection number	10301698
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 7
Total number of places	12
Number of children on roll	9
Date of previous inspection	30 January 2018

Information about this early years setting

The childminder registered in 2004 and lives in Stanwell, Middlesex. She operates her provision all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Claire Estcourt

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 their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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