

Childminder report

Inspection date: 14 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 builds strong bonds with children, who happily leave their parents in the morning to enter her home. The childminder ensures that she has a range of resources accessible that she knows the children enjoy and which build on their physical skills, socialisation and communication skills. For example, children enjoy creating with bricks, and the childminder uses this interest to build on their awareness of shape, colour and size.

During children's play, the childminder reinforces their awareness of what is expected of them. She reminds them about using 'kind hands', sharing and taking turns. The childminder encourages children to have good manners and shows her pleasure when they say 'please' and 'thank you' without being prompted. When children share toys and resources, the childminder praises their teamwork, such as when they work together to wash down the slide before using it.

The childminder knows the children well. She knows what their skills are and where they need extra support. She plans activities that will build on the skills children need to support their ongoing learning. Children have good opportunities to enjoy exploring a variety of resources. They get to explore different textures as they hunt through dry oat flakes, developing their physical coordination and exploration skills, as they use different tools to find a variety of shapes. The childminder uses activities well to target what she identifies as children's next steps in learning. Children are making good progress in their learning.

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

- The childminder knows the children and the areas of learning well. She uses this knowledge effectively to provide a curriculum that is based on children's interests and builds on what they know and targets their identified next steps in learning. The childminder identifies when children have emerging gaps in their learning and works with parents and other professionals to help to close these.
- The childminder is aware of the different developmental stages of the children she cares for. She plans activities and differentiates how children can interact in these to ensure that all the children gain the most from them, while socially interacting with each other. However, on occasion, the childminder does not fully plan or consider how she organises activities and resources or how she places children so that even the youngest children can be fully involved from the start. For example, while sitting at the table to explore the oats, older children had resources in front of them to start but younger children got frustrated waiting for some to be added to their highchair tray.
- Children enjoy playing with the childminder and their friends. They learn to respect each other from an early age and the childminder encourages them to

consider each other's feelings. When children want the same resources, or minor squabbles occur, she talks to them about sharing and encourages them to think about how they may be making their friends feel sad.

- Children receive encouragement from an early age to try to carry out tasks for themselves. They have a positive attitude to learning. Children know that they need their coats and boots to go out and eagerly go and get them and attempt to put them on by themselves. The childminder gives verbal encouragement and guidance, knowing when to step in and assist and when to let them persevere. Children from an early age are building good personal independence skills.
- The childminder places a strong focus on children's communication, emotional, social and physical skills. She encourages them to explore and experiment and asks questions to build on, and test out, their knowledge. However, at times, the childminder asks lots of questions in quick succession and children do not always have time to think and problem-solve for themselves.
- Partnership with parents is a positive aspect of this provision. Parents say that they can confidently leave their children each day with the childminder knowing that they will be safe and happy. They say that she provides them with a lot of information. This helps them to be aware of what their children do and how they can further support their learning away from the provision.
- Children enjoy weekly experiences in the local community and learn about other cultures and countries throughout the year. The childminder ensures that she helps children to build friendships, make choices about their play and acquire the skills they will need for their next stage of education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe. She is able to identify the signs that may indicate a child is at risk of harm. The childminder keeps her knowledge up to date and is aware of how and to whom to refer any concerns about children. She assesses her play environment for potential risks and gives children clear guidance to help them learn how to keep themselves safe.

What does the setting need to do to improve?

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

- strengthen skills in recognising when to give children time and encouragement to think things through and share their own ideas
- develop the planning and organisation of activities to enable all children to be actively involved from the start.

Setting details

Unique reference number	EY384625
Local authority	Surrey
Inspection number	10305197
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	2 to 9
Total number of places	6
Number of children on roll	0
Date of previous inspection	14 February 2018

Information about this early years setting

The childminder registered in 2007 and lives in Woking, Surrey. She operates all year round from 6.45am to 7pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Anne Nicholson

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 setting.
- The childminder spoke to the inspector about her curriculum and what she wants children to learn.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector took account of written testimonials provided by parents.
- 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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