

Childminder report

Inspection date: 24 January 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder provides all children with an ambitious curriculum, which she uses effectively to help them make good progress. Children are motivated to learn. The childminder uses their interests well to extend their learning. For example, she helps them to use a tablet to look for information and learn the differences between a turtle and a tortoise.

The childminder successfully supports children to feel happy, settled and safe. For example, when they choose a soft toy and say they are giving it a hug, she reads them a book that helps them to understand and identify different feelings. Younger children confidently copy the words they hear, such as 'happy'.

The childminder establishes clear expectations for children's behaviour and successfully gains their cooperation. Children learn and remember that they must not run when they play indoors.

The childminder supports children's interest in books well. For example, she responds to children's requests for new books, written by authors of stories that capture their interest. Children confidently ask the childminder to read to them. They listen attentively to stories, help turn the pages of the books and respond to the childminder's questions about what they see in the pictures.

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

- The childminder provides children with a wide range of activities and outings which she uses well to help them develop the skills they need for the future. She consistently explains to children how to do things and extends their development. Children listen attentively and are inspired to try things for themselves. For example, they develop physical skills as they learn to use tweezers to pick up, sort and transfer different-coloured pom-poms into containers.
- The childminder provides children with a language-rich environment. She communicates with children in a positive way and develops their understanding and confidence to talk. All children develop and use a wide range of vocabulary. The childminder praises younger children. For example, she says 'good talking' when they copy words they hear.
- The childminder supports children's understanding of the world well. For instance, together they put leaves and cucumber into bowls of water in the garden and learn why it freezes in very cold weather. Children take the frozen shapes home and discover what happens, and why, when they melt.
- The childminder focuses strongly on supporting children to develop good manners and social skills. For instance, she reminds them to listen and take it in

turns to talk. Children remember what they learn. For example, they say 'excuse me please' as they move past the childminder to greet their parents.

- The childminder supports children's mathematical development well. She uses knowledge gained from completing courses to successfully challenge this area of children's development. For example, she teaches children who are developmentally ready, to complete complex puzzles and identify high numbers within all activities, including outings.
- Children thoroughly enjoy learning about colour. For example, they make discoveries as they mix different-coloured paints. Older children learn what happens when they add white paint and tell the childminder it has 'gone lighter'. However, the childminder does not consistently support all children's confidence to explore different textures to further enhance their sensory development.
- Children behave well and feel good about themselves. The childminder is a positive role model. She forms caring emotional relationships with children and praises them for helping her and their individual achievements. For example, she acknowledges when they share and take turns with the resources.
- The childminder works well in partnership with parents to meet children's individual needs and support their families. She regularly shares information with parents about activities and their children's progress. However, this does not include children's next steps to further support continuity in their learning and development.
- The childminder has improved how she organises children's mealtimes. Children now sit together and are fully included. They develop good independence, for instance as they enjoy learning to use safe knives to cut fruit to eat at snack time.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the information shared with parents about children's next steps to further support continuity in their learning and development
- support all children's confidence to explore different textures to further enhance their sensory development.

Setting details

Unique reference number	EY256622
Local authority	Surrey
Inspection number	10311935
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	6
Number of children on roll	5
Date of previous inspection	16 April 2018

Information about this early years setting

The childminder registered in 2003. She lives in Frimley, Surrey. She provides care Monday to Thursday, from 7.30am to 5.30pm, for most of the year. The childminder receives funding to provide free early education to children aged three years.

Information about this inspection

Inspector

Cathy Greenwood

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 and the inspector completed a learning walk and joint observation together.
- The inspector observed how the childminder supports children during activities and assessed the impact this has on their learning.
- The inspector spoke with the childminder, parents and children during the inspection.
- The childminder and the inspector discussed the leadership and management of the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024