

Childminder report

Inspection date: 29 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

Children show they feel safe and secure with this calm and friendly childminder. They are confident to ask to have a snack, showing they are comfortable and at ease in her care. The childminder treats children with love and respect. She makes every effort to ensure that children's needs are met. The childminder uses well-structured settling-in sessions to gather detailed information about children's early experiences. She weaves this information into her theme-based curriculum. The childminder acts as a positive role model, speaking to children in a calm and caring manner. This helps children to settle quickly in her care.

The childminder is clear about what she wants children to learn. She provides activities and experiences that she knows children will enjoy and that hold their attention. For example, children thoroughly enjoy play dough activities. They roll, squeeze, press and cut dough into different shapes. Older children are encouraged to develop their pincer grip as they make marks and patterns in the play dough. This helps children to strengthen their finger muscles and supports their early writing skills.

Children show positive attitudes to learning and increasing levels of concentration. For example, children demonstrate great perseverance and determination as they carefully slot small items into containers. The childminder has high expectations of children's behaviour. She encourages children to share and take turns. Children follow the childminder's routines and expectations. For instance, children learn to tidy away toys independently when they have finished with them.

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

- The childminder gives priority to developing children's communication skills. She adapts her use of language to support children of different ages and models sentence structure. The childminder repeats words back to children when they do not get the word quite right. For example, she models how to say the colour 'pink' correctly. This helps to support children to develop a wide range of vocabulary and to be confident communicators.
- The childminder encourages children to help each other as they learn to be independent. For example, older children help younger children to put on dressing-up clothes. This helps them to develop new skills and meaningful friendships with their peers.
- The childminder promotes healthy eating and oral health. Children enjoy healthy snacks of fruits, and the childminder explains which foods are good for us. The childminder actively encourages healthy lunch boxes from home. This helps children to lead healthy lifestyles.
- Children are developing a love of books. The childminder encourages children to

re-read books that they enjoy. This helps children learn phrases and new words and remember them. For example, children love the story 'We're Going on a Bear Hunt'. They repeat refrains such as 'swishy swashy' with the childminder. This supports them to develop good early literacy skills.

- The childminder gathers information about what children already know and can do. This informs how she plans her curriculum, building on their next steps that are based on children's skills, knowledge and interests. However, the childminder does not consistently build further on the most able children's knowledge and skills. For example, when the childminder checks children's number recognition and counting, she does not extend this further.
- Partnerships with parents are strong. They speak very positively about the care and support that the childminder offers, not only to their children but to parents as well. The childminder keeps parents up to date with what their children are learning in her care each day. However, she has not yet developed a partnership with other settings children attend. This does not fully promote consistency in care and learning.
- Children learn how to keep safe, particularly when using the internet. The childminder ensures that children do not use the internet at her home. She also sends advice and guidance to parents to help them to teach their children about risks associated with online technology.
- The childminder reflects on her practice well and uses her training to improve outcomes for children. For example, recent training has improved her knowledge of how to promote good oral health in children. Following this training, the childminder has altered her menu to ensure that children are having less sugar in their diet.
- The childminder provides a wealth of opportunities in the community to broaden children's knowledge. For instance, she takes them on regular outings to the woods and local places of interest, such as Windsor Castle. These experiences help children to develop an understanding of the wider world.

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:

- extend experiences for the most able children to continually build on and broaden their knowledge and skills
- develop partnerships with other settings that children attend to promote continuity in children's learning and development.

Setting details

Unique reference number	EY466305
Local authority	Surrey
Inspection number	10311757
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 11
Total number of places	6
Number of children on roll	20
Date of previous inspection	9 April 2018

Information about this early years setting

The childminder registered in 2013. She lives in Lightwater, Surrey. The childminder operates all year round, from 7.20am to 6pm, Monday to Friday. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Sarah Richards

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 provision.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parent 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.

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