

Childminder report

Inspection date: 6 February 2024

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 show they feel valued, safe and happy. The childminder is caring and sensitive when interacting with children in her care. She gathers detailed information from parents at the start. This helps to settle children quickly and make them feel emotionally secure. The childminder promotes children's good behaviour consistently. For instance, she helps them find ways to share toys that other children also want to play with. In this way, children learn to become kind and considerate.

The childminder, along with her co-childminder, provides effective support to all children, including those with special educational needs and/or disabilities (SEND). She works in close partnership with her co-childminder, parents and external professionals to promote individual children's development. The childminder offers activities that help children achieve their specific learning targets, such as remaining focused on a task and waiting their turn in a group activity. This helps children with SEND make good progress.

The childminder provides a language-rich environment. She promotes children's communication and language development well. The childminder introduces new words as children play, such as 'sour', when children try fruits at snack time. In addition, she provides many opportunities for children to sing songs and hear stories read to them. These activities help to increase children's vocabulary. Children become competent communicators.

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

- The committed childminder supports children's emotional well-being and social skills effectively. She is a good role model and children replicate her good qualities. For example, younger children invite the older ones to join in with their dinosaur role play. The childminder praises these children for playing cooperatively when they give each other roles to act out. Children form positive relationships and learn to consider the impact of their actions on others.
- Children have ample opportunities to manage their self-care skills. They benefit from the childminder's nurturing approach as she explains step by step how to put on their coats and do up the zips. Children delight in doing things for themselves, such as tidying up their toys together and taking pride in how well they do. They remind each other where some of the resources go, showing their helpful personalities.
- Children love their time in the garden. This is clear when they thoroughly enjoy whizzing around, with increasing control, on the various wheeled toys on offer. Children inquisitively look at different things in nature through a magnifying glass. They show their curiosity when they spot a snail. The childminder expertly

helps to increase children's knowledge about the snail's shell. These real-life experiences help children to gain a better understanding of living things.

- The childminder and her co-childminder work harmoniously as a strong team. They know children well and constantly reflect on their practice to provide children with a high quality of care and education. They give quality attention to all children and exchange relevant information between themselves regarding their care and learning. This promotes children's progress in most areas of development.
- The childminder has a good understanding of child development. When planning group activities, the childminder considers what she wants children to learn. However, at times, she does not plan precisely enough, so that each child's learning is maximised. For instance, the childminder wants every child to recognise and name colours of play dough. This leads to some children, who find this too easy, losing attention and not always responding to the childminder's questions.
- The childminder provides some opportunities for children to learn about their local community and the wider world. For instance, she plans for children to celebrate different cultural events. However, the childminder does not provide a broad range of opportunities for children to learn more about the local area and different people living in the community. This does not fully enhance their knowledge about people's roles, religions and cultures.
- Parents compliment the care and education their children receive. They report that the regular updates about their children's day are very helpful, particularly to meet their children's self-care needs at home, such as cutting up their fruit for snack. Parents comment on the nutritious and balanced home-cooked meals the childminder provides. They are particularly impressed with the variety and new tastes children experience.

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:

- focus the planning of group activities more precisely on what children are ready to learn next, building on their existing knowledge and skills
- extend opportunities to broaden children's knowledge of the local community and wider world.

Setting details

Unique reference number	507434
Local authority	Surrey
Inspection number	10312324
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	0 to 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	26 April 2018

Information about this early years setting

The childminder registered in 1989. She lives in West Molesey, Surrey. The childminder offers care Monday to Wednesday, from 7.30am to 4.30pm, term time only. She receives funding for the provision of early education for children aged two years old and is eligible for funding for the provision of early education for children aged three and four years. She works alongside a co-childminder.

Information about this inspection

Inspector
Sonia Panchal

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their written views of the childminder's provision 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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