

Childminder report

Inspection date: 20 February 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	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children enjoy very warm and positive relationships with the childminder and her co-childminder, who are very caring. They happily spend time with both childminders, confidently approaching them to chat or for a cuddle. This helps children to feel safe and secure. The childminder offers consistent praise and encouragement to children, which promotes their self-esteem and confidence well. Children show a very good understanding of the daily routines and cooperate with these. They build on their independence effectively, such as learning to manage their clothing. In addition, older children show care and consideration to others. This was seen during the inspection when they assisted younger children to take off their shoes and offered them resources to play with.

Children benefit from a broad range of activities and outings to support their learning and development. They are keen learners who engage in their play and learning with enthusiasm. The childminder implements consistent learning intentions along with her co-childminder. She has a strong understanding of children's development. The childminder quickly identifies any emerging gaps in children's progress and works effectively with parents to help close these. Overall, the childminder supports children's needs successfully. She promotes children's communication and language skills effectively. For example, the childminder provides additional information during play and discussions, such as about animals and their habitats. This helps children to extend their knowledge and understanding effectively.

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

- The childminder and her co-childminder work cohesively together. They have agreed policies and procedures to help ensure that the setting operates smoothly and consistently. This results in strong continuity for children's care and learning needs. Children are cared for in a homely environment where they feel at ease. They form close bonds with the childminders and friendships with each other.
- The childminder forms positive partnerships with parents. Parents' feedback reflects that they highly value the care and learning provided. The childminder works closely with parents to support children's needs. As a result, she meets children's day-to-day needs effectively. Sometimes, the childminder does not seek additional information about children's backgrounds. This includes languages children may speak or hear at home, to help her understand and support their needs even further.
- The childminder generally provides positive interactions. She focuses well on helping the older children to learn the skills they need to move to nursery or school. Children maintain a strong interest in their play and activities. They are

curious and investigate confidently. For example, young children experiment with resources to make sounds. Although children happily play with resources, the childminder does not always fully build on their interests. For example, she sometimes does not offer further interactions to help extend children's learning.

- Children's confidence and emotional well-being are promoted effectively. The childminder helps to prepare children for future changes, such as when they move to new settings. She talks to children about these changes and takes them to social groups. This helps children to get used to a busier environment and meet different adults and children. The childminder also encourages children to develop social skills and build their confidence to play with other children they meet.
- The childminder monitors children's learning and development and identifies what they need to learn next. She quickly takes action to address any gaps in learning that emerge. This includes signposting parents to appropriate professionals for advice when needed. The childminder fully understands her responsibilities to work in partnership with other settings and any professionals involved in supporting children's needs. For example, she provides information to new settings children move on to about their needs and development, to help support a successful move.
- The childminder promotes children's effective understanding of healthy lifestyles. During daily discussions and play, the childminder weaves in information about the importance of being healthy. For example, she explains to children how camels do not need to drink often and reminds them about regularly drinking water to keep themselves hydrated. Children have opportunities to be active and energetic, including on outings and in the garden. They enthusiastically use different resources and equipment which help them to develop their physical skills well.

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:

- build on children's interests during their play and enhance teaching to extend their knowledge and skills even further
- seek further information about children's backgrounds to help understand and meet their needs even more effectively.

Setting details

Unique reference number	EY356287
Local authority	Surrey
Inspection number	10317217
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 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	2 May 2018

Information about this early years setting

The childminder registered in 2007 and lives in Woking, Surrey. She operates from Monday to Thursday for most of the year. The childminder holds a childminding qualification at level 3. She operates from the premises of her co-childminder.

Information about this inspection

Inspector

Sheena Bankier

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's inspection took place at the same time as her co-childminder's inspection.
- The childminder spoke to the inspector about how she organises her early years provision, including the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents and some older children provided written feedback about the childminder's service, and the inspector took account of their views.
- The inspector talked to the childminder at appropriate times during the inspection.
- Children interacted and chatted to the inspector about their play and activities.
- The childminder provided paperwork for the inspector to review, including evidence of a current paediatric first-aid certificate.

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