

Childminder report

Inspection date: 4 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 are exceptionally polite and friendly. They behave extremely well and the childminder supports their growing understanding of emotions highly effectively. For instance, children look at different facial expressions and learn how this might help them to interpret feelings, such as being frightened. This gives children the knowledge they need to help process their own emotions and those of others.

Children are motivated to access the areas of learning that interest them, which the childminder enriches through engaging interactions. Children are able to recall what they know, and show what they have learned. For instance, they enjoy playing with numbers and they name the ones that they recognise. The childminder skilfully extends children's learning and supports them to explore a wider range of numbers. Consequently, children make good progress in learning mathematical concepts.

Children successfully access all areas of learning through daily experiences and routines. They actively seek out books to look at independently, and they know the names of the books. Children also enjoy listening attentively when the childminder reads to them, and this stimulates further conversations about what is happening in the story. This supports them to develop early literacy skills and to form secure attachments with the childminder.

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

- The childminder has formed strong bonds with children, which empowers them to engage confidently with her. The childminder listens and responds to children's contributions during conversations, and children relish in sharing their experiences. This inspires a wealth of discussions that extend their communication skills. For example, children build a swimming pool with Lego. This prompts them to talk about their own experiences and to act out how they swim. The childminder asks children questions, which supports them to recall past events.
- The childminder shares information with parents on how they can further support their children's progress at home. However, she has not actively encouraged parents to share two-year progress checks that have been completed by other settings. This does not fully support the sharing of relevant and appropriate information to provide children with consistent teaching across all settings that they attend.
- Children have access to a rich array of activities, experiences and interactions, which supports them in their future success. The childminder encourages older children to share what they are learning at school, which she then incorporates into her planning, so all children can learn about these as well. This provides

older children with opportunities to develop their confidence, and enables younger children to learn new information. The childminder regularly takes children on outings within the local community and further afield, which further builds on their understanding of the world around them.

- Children are highly motivated learners who display high levels of concentration. They enjoy counting number shapes as they place them on weighing scales. The childminder encourages children to work out how to make the scales balance, which helps them to develop their problem-solving skills. The childminder extends this by inviting children to order the numbers correctly. She supports them to build on what they know and gives them time to respond. This helps children to persevere in their learning. This also enables the childminder to have a secure understanding of their abilities, which informs her planning for what children need to learn next.
- The childminder ensures that her mandatory training is up to date. However, she has not explored additional training opportunities to enhance her own provision. Therefore, this does not fully support the childminder to strengthen her professional development.
- The childminder uses highly effective strategies to support children with special educational needs and/or disabilities (SEND). For example, children have access to quiet spaces when they need it, and they participate in activities that the childminder plans to give them targeted support. This enables the childminder to meet children's needs and support them with their continued development. The childminder shares ideas with parents so children receive consistent support to regulate their feelings, such as playing structured turn-taking games. This teaches children to tolerate delay as they wait their turn, and this contributes towards their positive behaviour and excellent attitudes to learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of fire safety. For instance, she performs regular emergency evacuation drills on different days of the week. This ensures that all children are familiar with the procedures and know what to do in the event of a fire. The childminder has effective risk assessments in place, which helps to keep children safe. She teaches children about road safety and supports them to take age-appropriate risks. The childminder has a secure safeguarding knowledge and she can talk about the signs and symptoms of abuse. She knows how to escalate concerns and allegations to the appropriate safeguarding agency, which helps to protect children.

What does the setting need to do to improve?

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

- complete focused professional development to enrich the curriculum offer further
- strengthen methods of information sharing to further enhance integrated working with other professionals.

Setting details

Unique reference number	121484
Local authority	Surrey
Inspection number	10136237
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	3 to 3
Total number of places	6
Number of children on roll	19
Date of previous inspection	26 May 2016

Information about this early years setting

The childminder registered in 1996. She lives in Banstead, Surrey. The childminder operates from 7am to 6pm Monday to Friday, all year round. She has a level 3 qualification in childcare.

Information about this inspection

Inspector

Hayley Kiely

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 completed a learning walk of the childminder with the inspector and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this has on children's learning.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The childminder spoke to the inspector about how she supports children with SEND.

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 2023