

Childminder report

Inspection date:

15 September 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children's happiness is at the heart of this caring and welcoming setting. The childminder is kind and responds well to the emotional needs of children. She creates a warm and friendly atmosphere where children are confident, safe and emotionally secure. Children thrive here, their laughter and chatter fill the air as they engage in the fun and exciting opportunities provided. They recall previous experiences and learning as they take part in activities that are carefully planned by the childminder. For example, children use the language of size and are beginning to show awareness of positional language as they make dough and recall the recipe and the ingredients they need. Children's confidence grows as they eagerly learn new words and phrases, such as 'making a well' and 'combining wet and dry ingredients', before discussing what they need to do next. They listen closely and show their understanding as they carefully follow instructions. The childminder skilfully supports children and they benefit from her positive and ongoing interactions.

Children develop a good awareness of healthy lifestyles and have ample opportunities to learn outside. They enjoy spending lots of time in the garden and go on trips to the local park and open spaces where they feed the birds. Children competently run, throw and kick and use wheeled toys skilfully, manoeuvring around toys and equipment. They squeal with delight as they whizz down the slide and thoroughly enjoy using rackets to hit balls to each other. Children also develop small-muscle control in a range of ways, including drawing, sticking and painting where they learn to use different tools and resources. They persist at challenging tasks and communicate their ideas and needs well.

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

- The childminder plans a curriculum that reflects not only what children need to learn next, but also their individual interests. Her observations and assessments of children help her to support them to make good progress. Children are highly motivated in their play, keen to have a go and relish a challenge. They enjoy learning new skills and are supported well by the childminder. Children make good progress in all areas of learning and are ready for their next stage of learning and school.
- Overall, there is good support for children's developing communication and language skills. The childminder introduces new words and models correct language. This helps children to increase their vocabulary. Children recall the songs they have learned and giggle as they sing 'baby shark' together. However, at times, the childminder asks questions and does not give children time to think and respond to these to further support and extend their developing language and thinking skills.

- The childminder incorporates mathematics into everyday activities. Children identify their favourite colours and use numbers as they play. They learn about shape and size as they explore and manipulate dough and delight as they experiment with different colours to create models.
- Children's personal and social development is promoted well. The childminder takes children to local playgroups, where they have the opportunity to mix with larger groups of children. She encourages children to complete tasks for themselves, such as washing their hands before mealtimes. Children are polite and respectful to the childminder. They use their manners throughout the session. Children receive praise and encouragement for their achievements, which promotes their self-confidence and emotional well-being.
- Partnerships with parents are strong. The childminder has a thorough settling-in procedure that is tailored to each child and helps her to get to know the children and their families. Parents are encouraged to share what they know about their child when they start attending the childminder's setting. Parents comment that they are kept updated and involved in their child's ongoing progress and learning. This gives children consistent support between home and the childminder's setting.
- The childminder demonstrates a real passion for providing children with the best possible opportunities and experiences. She regularly reflects on the provision she offers and seeks the views of children and parents to help her identify changes to her setting. The childminder completes courses relevant to the needs of the children she cares for. She seeks advice and support to help improve her practice and has strong links with childminding networks and the local authority.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of the possible signs and symptoms of abuse. She knows how to correctly report concerns about the welfare of children. The childminder is aware of how to report any allegations made against her or another member of her household. She is aware of child protection issues such as county lines and online risks to children. The childminder is trained in paediatric first aid and keeps this up to date. She carries out regular checks of the indoor and outdoor environment and removes any hazards. This helps to keep children safe.

What does the setting need to do to improve?

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

- allow more time for children to think and respond to questions, to further support and extend their language and thinking skills.

Setting details

Unique reference number	2520219
Local authority	Surrey
Inspection number	10208025
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 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Epsom, Surrey. The childminder provides care from Monday to Thursday, 8am to 5.30pm, term time only. The childminder provides early years funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Allen

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 showed the inspector the premises and explained how she supports children's learning and development.
- The inspector observed the quality of interactions between the childminder and children and assessed the impact of these on children's learning.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector read and considered written comments from parents during the inspection.
- 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 2022