

Childminder report

Inspection date: 4 July 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 are confident and feel very much at home in the childminder's care. They make choices for themselves from the good range of resources that support all areas of learning. They confidently request further resources and know where they are kept, to help extend their interest in play and further their inquisitiveness and focus. Children are confident to explore both inside and outside play environments, choosing where to play and how to extend their play.

Children show care and develop friendships with others. They willingly share and work cooperatively with their peers and siblings throughout their play. The childminder reminds children about the importance of good manners, encouraging them to say please and thank you and to show respect towards others.

Children show good levels of focus and concentration when playing. The childminder uses effective questions to support children's thinking. She uses open-ended questions to help children to think about their answers and to extend their inquisitiveness and knowledge. Children show a positive attitude towards their learning. They show intrigue and confidently question why things happen, how it happened and what will happen next.

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

- Children learn to label their art work. They understand that print has a meaning and that writing is for a purpose. The childminder explains that children need to label it, so they know it belongs to them. Children take an interest in the written word, questioning what words say, learning to sound them out and making comparisons to other words. For example, comparing the childminder's name with the word 'pup' and recognising the difference in the letters and sounds.
- Children confidently use complex vocabulary. They effectively express themselves through verbal speaking, gestures and expressions. They follow instructions showing a clear understanding of what they are being asked to do. They tell each other and adults about their day, recalling past experiences from other settings.
- The childminder has positive partnerships with parents. She encourages parents to evaluate her service, asking for positive feedback and any suggestions to make improvements. Parents receive verbal feedback about their children's time with the childminder. She encourages children to tell parents what they have been doing. The childminder asks other settings children attend how they have been and any care issues. However, the childminder does not liaise effectively with other settings to promote a continuous journey of learning for children in shared care.

- The childminder has a positive attitude towards her ongoing professional development. She attends training to keep her knowledge up to date. She uses forums and childminder networks to support her practice, sharing information and using information from others to develop her skills and her knowledge.
- The childminder knows children well and provides an individual service to support their needs. She is aware of their interests and promotes children's learning and activities relating to these interests. For example, children freely explore with stickers of their favourite characters. They talk through the characters, describing them confidently, using information from books to underpin and further children's knowledge of their interests.
- Children confidently explore their creative minds. They use a range of resources to use their imagination to draw and explore with colour and images.
- Children are enthusiastic to learn to problem solve and calculate. They use cars and tracks to discover which car goes the fastest, which track supports the cars speed and how far the cars travel. The childminder introduces mathematical language throughout this activity to help children to understand that mathematical concepts are part of everyday experiences.
- Children positively invite others into their play. They watch others play and use their observations to learn new skills. For example, fixing the track to make further challenges for the car races. They encourage others to join in and talk enthusiastically about their play and what they are doing. They celebrate other children's successes, helping others to feel good about themselves, cheering when the cars go further for their friends and siblings than for themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of safeguarding. She attends training to keep her knowledge up to date with appropriate procedures. She knows what to do if she has a concern about a child in her care. She understands the signs and symptoms of child abuse. She has a clear understanding of how to promote children's understanding of e-safety with respect to cameras and phones when children are in her care. The childminder supports children's understanding of safety well. She encourages children to risk assess their play and every day experiences. For example, children talk through how to cross the road safely as part of their daily routine of walking home from nursery.

What does the setting need to do to improve?

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

- develop more effective communication with other settings children attend to promote a continuous journey in their learning.

Setting details

Unique reference number	2543580
Local authority	Surrey
Inspection number	10215448
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 12
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Dorking, Surrey. She operates her service from Monday to Friday, from 3.15pm to 6pm, term time only.

Information about this inspection

Inspector

Claire Parnell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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 spoke to parents during the inspection and took account of their views.
- 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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