

Childminder report

Inspection date: 1 June 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 love to come to this welcoming home-from-home environment. They readily engage in the exciting activities on offer. Children invite others into their play and happily take on board each other's contributions. For example, they act out different scenarios in the home role play area. They pretend to use the phone and ask their friends what food items they would like delivered to their house. Children are really kind and considerate towards each other in their play. At their pretend shop, they welcome the customers and get them a shopping basket. Children progress well from their individual starting points.

Children show good behaviour and respect for one another. They form affectionate bonds with the childminder and her assistant. Children seek out guidance and reassurance as well as hugs when they feel the need. The childminder and her assistant lovingly support all children's emotional needs. Children take great pride in their achievements. They are excited to show their creations to visitors. For instance, they talked excitedly about the large model aquarium they had made together. This helps to raise children's self-esteem.

Children adore being outdoors. They are physically active and enjoy the fresh air. Children show great imagination skills as they make up their own games. They learn to negotiate each other's roles to play the game successfully. This helps to develop good teamwork.

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

- The childminder and her assistant know children well. They gather comprehensive information from parents at the start, to find out what children know and can do. The childminder and her assistant use this information to plan interesting activities based on children's interests. For example, children are interested in dinosaurs. As they talk about them in their play, they hear and use new words well, for example when they name a 'plesiosaurus' correctly.
- Children are motivated to learn and like to explore freely. They are set challenges to encourage their critical thinking skills. However, these challenges are not always clearly thought out. The childminder does not always ensure that the skills and knowledge children require are fully embedded, before applying them to their task. For instance, children are expected to sort plastic items into two categories, when they have limited prior experience of sorting. This has an impact on their success and sense of achievement of the task.
- Due to the impact of the COVID-19 pandemic, the childminder has highlighted the need to place a stronger emphasis on developing children's social and physical skills. As a result, children have ample opportunities to visit the local and wider areas where they meet new people. They regularly go to the park, the

local library and other places of interest, such as an aquarium. This helps to bring children's learning to life as they experience the world around them.

- Children are well prepared for the next stage in their education, including when they go to school. They look out for numbers and signs in the local environment. This helps children understand that print has meaning. The childminder and her assistant have good relationships with parents and with staff at the local schools and other settings that the children attend. They collectively share children's achievements and work on their next steps in learning. This helps support children's continuity in care and development.
- Children manage their own self-care routines with increased independence. They know when to wash their hands, set the table for mealtimes and chop up fruit for snack. This helps children to develop a sense of responsibility.
- Children show their inquisitive natures as they search for insects in the garden. They jump with joy when they spot woodlice. Children count them correctly and describe the woodlice, using words such as 'big' and 'small'. This helps to develop children's knowledge of number and size. Children observe and talk about the woodlice burying themselves in the mud, which helps to develop children's understanding of natural habitats.
- The childminder and her assistant forge trusted relationships with the families. Parents speak very highly of the care and education their children receive in the childminder's home. They say that it is their child's 'second home'. Parents are impressed with their children's progress, particularly in their speech and social skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant attend regular child protection training. They have a good understanding of their responsibility to protect children from harm, including from exposure to extremist views and behaviours. They recognise the potential signs and symptoms of abuse and clearly understand the local procedures to follow if they need to seek further help or to report any concerns. The childminder follows robust safe recruitment and vetting procedures for staff. She ensures that children are able to play in a safe and secure environment. Children learn to keep themselves safe and manage risks, for example, when using road safety procedures when outdoors. This has a positive impact on children's safety and well-being.

What does the setting need to do to improve?

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

- strengthen opportunities for children to practise and embed their skills within their play before moving on to apply them in their extended activities.

Setting details

Unique reference number	2551147
Local authority	Surrey
Inspection number	10232038
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	2 to 10
Total number of places	12
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Fetcham, in Leatherhead, Surrey. She operates her service Tuesday to Thursday, from 7.45am to 5pm, all year round. The childminder employs an assistant. She receives funding for the provision of free early education for children aged four years.

Information about this inspection

Inspector

Sonia Panchal

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 and her assistant talked to the inspector about their curriculum and what they want the children to learn.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector observed the quality of the education being provided, indoors and outdoors, and assessed the impact that this was having on the children's learning.
- Parents shared their written views about the care and education their children receive at the childminder's home, with the inspector.

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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