

Childminder report

Inspection date: 30 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 are settled and secure with the childminder, who takes the time to get to know them well. As a result, they feel safe and behave well. Children explore the environment with ease and motivation. The childminder caters for their interests, and children enjoy a wide range of interesting activities. For example, children show curiosity and great interest as they learn about the different coloured fruits they have grown in the garden. Furthermore, they are absorbed in their play as they pour water into different containers. This supports children health and large-muscle development.

Children talk about the different methods of recycling, and they confidently ask simple questions about what they see. This shows that they are keen to continue to acquire more language. The childminder has high expectations for children's speech and communication. She is a good role model for children's developing language skills. All children make good progress in their learning and development. Children have a positive attitude and enjoy learning. The childminder is kind and polite and encourages children to share resources. Children take pride in their achievements and are keen to share their experiences with others. For instance, they eagerly show the childminder the circle they have painted outside.

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

- The childminder has developed a good curriculum based on the children's interests. She focuses her curriculum on their social, emotional, communication and language skills and their physical development to ensure they have the skills they need to support their future learning.
- The childminder uses information she gathers through observations of children to provide meaningful experiences, to help extend their learning further. However, occasionally, the delivery of some planned activities is not successful. For example, older children get side-tracked during activities and lose focus on their learning, due to having too many resources. This means the childminder does not fully focus on all children's learning intentions, to help them make the best possible progress.
- The childminder promotes children's early mathematical concepts in play effectively. For example, children confidently count the number of penguins in the water tray. Furthermore, the childminder helps them count how many steps they walk down. Older children recognise numbers and are beginning to understand simple addition. This supports children early maths.
- The childminder ensures children have daily fresh air and exercise. She takes them to the local toddler groups, where they can develop their social skills. The childminder provides children with a variety of opportunities to see the world around them. For instance, they visit the local library.

- Children show curiosity and can-do attitudes to try new things. They are kind and help each other. For instance, children ask if their friends need help as they open their lunch boxes. The childminder is a good role model she explains appropriate behaviours to children. This helps children to understand their feelings and emotions, supporting their well-being.
- The childminder teaches children to be independent and keep themselves healthy. She teaches young children how to wash their hands and put their shoes on. Their independence is further developed as they learn to carry out tasks, such as opening their own lunchboxes at mealtimes. Children's independence is promoted well.
- The childminder uses every opportunity to encourage children to communicate. She uses ongoing commentary as they play and encourages them to join in stories. Children identify letters and then words that start with those letters. This extends their vocabulary and early reading skills well.
- The childminder has established good partnerships with parents and other settings that children attend. Parents receive daily updates on what their children are learning. The childminder gives them advice on how to support children's learning at home. This provides a consistent approach to learning.
- The childminder has engaged in recent training to meet statutory requirements. However, professional development is not sharply focused on ensuring the childminder develops a more precise knowledge of how young children learn. For example, she has identified that she would like to develop her understanding of how to inspire children's curiosity and exploration further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has updated her safeguarding knowledge. She is aware of safeguarding issues and ensures that all her policies are updated to reflect these. This helps her to keep children safe from harm. The childminder knows the possible signs and symptoms of child abuse and fully understands how to report child protection concerns. She implements policies and procedures to keep children and her home safe. The childminder carries out daily safety checks to help reduce hazards and minimise accidents. This helps her to promote children's safety and welfare to a high level.

What does the setting need to do to improve?

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

- strengthen the delivery of the curriculum in planned activities and fully focus on children's learning intentions to help them make the best possible progress
- enhance training and development to improve knowledge of how young children learn, to raise teaching to the highest level.

Setting details

Unique reference number	2557647
Local authority	Surrey
Inspection number	10221647
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 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Epsom, Surrey. She operates from 9am to 6pm Monday to Thursday all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Kelly Lane

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 took the inspector on a learning walk and discussed the curriculum.
- The childminder spoke to the inspector at convenient times during the inspection.
- The inspector observed the quality of education and discussed the childminder's practice.
- The inspector reviewed evidence of suitability checks on household members.
- The childminder and the inspector evaluated an activity together and discussed the teaching and learning for children.

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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