

Childminder report

Inspection date: 19 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 enjoy their time in the care of the friendly and welcoming childminder. They make good progress and enjoy the range of activities that are on offer. For example, children show delight as they mark make on the patio with chalks, and enjoy being pushed on the swing while singing songs about the farm. Children's well-being is a high priority. The childminder works hard to ensure that children's routines are followed to help them feel secure and settle. For instance, children seek the childminder for cuddles and milk, before they independently settle down for their sleep.

Children have their personal care needs met well. For example, basic routines such as nappy changes are also learning experiences for the children, as the children and childminder engage in conversations and sing. Children cooperate and understand the need for sun cream to be applied and hats put on before they go and explore outside.

Children relish having stories read to them. The childminder is engaging and asks relevant questions throughout, extending children's vocabulary. For example, when children show an interest in the ducks in the book and say 'quack', the childminder uses the correct name to extend their speech and language development.

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

- The childminder understands the areas of the early years foundation stage and what children need to learn to prepare them for their next stage in learning. For example, older children are beginning to explore letter formation and basic mathematical concepts as they play and explore. However, the childminder recognises that undertaking more focused professional development opportunities will help to develop further her skills and knowledge of how children learn.
- Children behave very well. They understand the rules and boundaries that the childminder has worked hard to embed. This teaches children about how to respect each other as well as their environment. For example, children quickly follow the childminder's requests when it is time for them to come in and shelter from the sun.
- Children are encouraged to lead their own learning. They show independence as they play, with the childminder there to offer support and introduce vocabulary. For instance, when children are playing with the farm animals, the childminder says the animal names and the noises they make, which encourages the children to do they same.
- The childminder has ideas and plans about what she wants to do to extend the environment even further for the children. She is reflective and looks at what

works well and what she could develop further. For example, she knows that the children enjoy exploring, so she plans to develop a nature area to promote this interest. She also plans on providing more large-scale opportunities for children to practise and develop their mark-making skills and physical development.

- Parents are exceptionally happy with the education and care that their children receive. They comment on how well the childminder engages with them about what their children are learning so this can continue at home. Parents comment on the setting's home-from-home feeling and how quickly their children have settled and progressed.
- Children have the opportunity to explore the wider world around them. They regularly explore the local environment. For example, they visit local parks and soft-play centres to extend their physical development even further. This also provides children with opportunities to mix with other children and develop their social skills. This is something that the childminder noticed the children needed more support with as a consequence of the COVID-19 pandemic.
- Children are provided with knowledge that they need for life when growing up in modern Britain. They are given opportunities to learn about others who may be similar or different to them. For example, children take trips to the library to borrow and find books that support their learning about other faiths and religions, such as Chinese New Year and Christmas.
- The childminder engages well with other settings that children attend. For instance, she provides them with feedback on what the children are working on and their next steps in development. This open communication allows the childminder to provide support where children need it the most, to ensure they make good progress and levels of development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of her duty to protect children. She understands the vast area that safeguarding covers and has a secure knowledge base. She is aware of the local risks to children as well as the wider risks such as radicalisation, and child trafficking. She has completed relevant online training that helps to keep her knowledge up to date. The premises are safe and secure for the children, and risk assessments are carried out daily. The childminder understands her duty to inform Ofsted of any changes to the people living in her household.

What does the setting need to do to improve?

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

- engage in professional development opportunities to extend knowledge of teaching and learning further.

Setting details

Unique reference number	2567750
Local authority	Surrey
Inspection number	10239324
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 11
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 and lives in Tadworth, Surrey. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Kelly Southern

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 her evaluation of the setting.
- The inspector spoke to the childminder and children at various points throughout the visit.
- The inspector took account of the views of parents through written feedback.
- The inspector held a discussion with the childminder to understand how the early years provision and curriculum are organised.
- The inspector observed the childminder to assess the quality of education.

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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