

Childminder report

Inspection date: 25 October 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 happy and settled with the childminder. She knows the children well and provides a welcoming environment where children thrive. The childminder uses information from home and children's interests to plan activities. For instance, children learn about Diwali and mehndi designs. They draw around their hand and use pens and stickers to add decoration. Parents provide pictures from home of their children celebrating Diwali with their families. This helps children learn from events that are important to them.

The children enjoy looking at books and snuggle on the sofa with the childminder. They listen and push buttons on the page. The childminder reads key words to support early literacy skills. The childminder has high expectations for children's behaviour, which is very good. Children are very polite and have good manners. They share toys and play together well. The childminder praises children for good behaviour, which boosts their confidence and self-esteem.

The childminder weaves mathematics into activities well. She counts objects with the children and introduces simple mathematical language. She uses her fingers to count along, to reinforce the value of a number. The childminder uses opportunities within children's play, such as with play dough, to help them recognise and identify shapes, including a circle, oval and square. These strategies help children master early mathematics skills.

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

- The childminder opened during the COVID-19 pandemic and she adapted her routines to accommodate new children who were unfamiliar with other adults. For example, she changed settling-in routines to help children become familiar with new experiences. As a result, children settle well and develop emotional resilience.
- Children have access to a variety of resources. They enjoy selecting toys and dressing up in their favourite costumes. This promotes making choices and independence.
- The childminder adapts activities for the different ages of children effectively. She provides resources that challenge children to develop their skills. For example, children use tools to squeeze and push play dough through small holes. This helps to develop their fine motor skills.
- The childminder provides exciting opportunities for children to learn about the natural world. For instance, children learn about autumn and collect natural items during a walk to explore and investigate.
- The childminder supports children's speech and language skills well. She repeats words and adds new words to extend their vocabulary. Children jump and

squeal with excitement when the childminder provides a play-dough activity. Children relish making shapes as the childminder plays alongside them and narrates their play. She adds new words, such as 'scorpion', 'praying mantis', 'soft' and 'squishy'. However, the childminder does not leave enough time for children to process language and formulate a reply.

- The childminder completes the progress check for children at age two. She shares this with parents and uses the information to track progress. The childminder shares information with other professionals, such as staff in nurseries and schools. This supports continuity of learning.
- The childminder supports children's health and well-being. She prepares healthy snacks and lunches and has established good handwashing routines. However, she does not fully recognise opportunities where she can promote children's independence further and teach them the knowledge and skills they need to manage some aspects of routines independently.
- The childminder provides opportunities for children to have fresh air and exercise each day. For instance, they enjoy playing in the garden and visiting the park. This helps children develop their physical skills.
- The childminder evaluates her practice and attends training to enhance her professional development. For example, she has recently attended training relating to creating a positive environment to extend learning. As a result, the childminder has reflected on her practice. She now actively encourages children to keep the models that they make, rather than tidying them away, so that they return to them at a later date to develop them further. This is helping children to develop their ideas and take pride in their achievements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe. She assesses risk and ensures activities and resources are age-appropriate. The childminder has completed safeguarding training. She is aware of the signs that a child could be at risk of harm or abuse. She knows how to record and report her concerns when required. The childminder understands the 'Prevent' duty strategy. She is aware of how to identify children at risk from radicalisation. The childminder has completed a paediatric first-aid course. She records accidents and informs parents of any injuries and treatment.

What does the setting need to do to improve?

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

- give children more time to process spoken language and think about how to reply
- promote children's independence consistently and teach them the knowledge

and skills they need to manage some aspects of their routines more effectively.

Setting details

Unique reference number	2577742
Local authority	Surrey
Inspection number	10250929
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	0 to 3
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 July 2020. She lives in Horley, Surrey and operates Monday to Friday, from 8am to 5.30pm, all year round. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Lisa Smith

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 provider.
- 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 interactions between the childminder and children.
- Parents shared their views on the setting with the inspector.
- 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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