

# Childminder report

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Inspection date: 16 February 2023

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| 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 in the childminder's care. They show that they feel safe and secure as they readily snuggle into her and share books. Children develop positive relationships with the childminder and their friends. They sit together, excitedly exploring sensory bags filled with blue water and naming pictures of different fruits. Children develop their fine-motor skills as they post pencils in and out of containers. They are eager and confident to explore the activities on offer. For example, children wrap dolls up in blankets and pretend to put them to bed.

Children develop a range of skills. For example, they use writing tools confidently to colour and draw. Younger children proudly show their attempts to walk and jump while catching a balloon. Older children sort and match different coloured beads to the same coloured fruits. Children are excited and fully engage in the wide range of activities provided for them. For example, they have opportunities to develop their small-muscle skills when they draw letters in their name. Children giggle continuously as they play peek-a-boo with the childminder.

The childminder has high expectations of what children can achieve. All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress in their learning.

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

- Partnerships with parents are good. Parents are very happy and say that their children make good progress in the childminder's care, particularly with their speech, confidence and behaviour.
- Children's behaviour is good. The childminder teaches them to share and take turns. For example, when looking at books together, she helps them learn to lift the flaps in turn. The childminder praises children for their achievements, for example when they say 'please' without prompting or name the animals in the book they are looking at. This boosts the children's confidence and self-esteem.
- The childminder has a fully inclusive setting. She celebrates diversity with the children. For example, she reads a range of stories, celebrates festivals that are relevant to the children and provides varied resources. The childminder works hard to help children celebrate each person's unique qualities through regular discussions while out and about in the community. She also learns key words in children's home language to help them feel included and valued.
- The childminder supports children's oral health, providing healthy food and drinks and having discussions about brushing teeth as part of the daily routine. Children gain a secure understanding of practices that contribute towards good health. For example, they make decisions about what healthy snack to eat and which foods are unhealthy if eaten in large quantities.

- The childminder shares new ideas with other childminders and listens to parents' feedback to improve her practice. The childminder accesses training courses and other useful information online to update her skills and knowledge.
- The childminder knows the children extremely well. She provides them with a wide range of interesting activities and resources that they can access independently. The childminder takes children to local parks and woodland to meet other children. Children learn how to interact with others and develop their social skills in larger groups, in preparation for school.
- Overall, the childminder supports children's growing independence. Children are encouraged to develop self-help skills. For example, they are shown how to independently take off their shoes and coats, and to wipe their own noses. However, occasionally, the childminder does small tasks for the children that they could do themselves. For instance, she pours their water, tidies up the toys and collects their belongings.
- Children benefit from a language-rich environment. The childminder provides numerous opportunities for them to hear spoken language. Children listen to stories as the childminder uses intonation and excitement to promote their engagement. She sensitively introduces new language and encourages children to join in by asking questions to extend their thinking skills. Consequently, children learn new language through repetition.
- The childminder is effective at keeping the children safe while they use and watch electronic devices in her home. She has not considered how to teach young children about the risks of using digital technology and social media to keep themselves safe.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder places high priority on children's safety. She has a clear understanding of her role in keeping children safe and protecting them from harm. The childminder is aware of possible indicators of abuse, including issues such as domestic violence, radicalisation and physical abuse. She is aware of the local procedures she must follow to report any safeguarding concerns. The childminder routinely checks her resources and the environment to ensure that they remain safe. This includes suitability checks for those living on the premises. The childminder holds a current paediatric first-aid certificate. Children are supervised as they play and during mealtimes. Sleeping children are checked regularly.

## What does the setting need to do to improve?

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

- increase the opportunities for children to become independent
- teach children how to keep safe while using social media and digital devices.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2603120                                                                           |
| <b>Local authority</b>                             | Surrey                                                                            |
| <b>Inspection number</b>                           | 10263588                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 3                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2020 lives in Horley, Surrey. She operates Monday to Friday from 8am to 5pm all year round. The childminder holds a level 3 qualification.

## Information about this inspection

### Inspector

Bev Boyd

### 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.
- During a learning walk, the inspector and the childminder held discussions about how the learning is organised and planned for the children.
- A joint observation was carried out by the inspector and the childminder.
- The inspector spoke to the children throughout the inspection.
- Parents provided written feedback during the inspection, and the inspector took account of their views.
- The inspector viewed documents, such as suitability checks, safeguarding policies and the childminder's first-aid certificate.

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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