

Childminder report

Inspection date: 18 September 2023

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 develop close relationships with the childminder in this welcoming, home-from-home environment. They enjoy cuddles, smiles and comfort from the childminder, such as when they come into the setting tired and teething. This helps children to feel happy, safe and emotionally secure. Children enjoy role-playing in the home corner. For example, they pretend to make a cup of tea and feed babies with bottles. Children also have fun in the ball pit, as they babble with delight when balls are tossed out and bounce across the floor.

All children make progress in their learning and development. The childminder follows the children's interests and adapts her plans to accommodate them. Children develop positive social skills as they meet with the children of other childminders. This helps to widen their social experiences. The childminder has high expectations for children's behaviour. She deals with any minor altercations swiftly. The childminder models good manners and gives children lots of praise and encouragement for their efforts.

Children successfully broaden their knowledge of the world as the childminder takes them on various trips out in the community. The childminder identifies children's starting points when they first enrol. She builds on their learning and identifies the next steps of development.

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

- The childminder's curriculum successfully builds on what children already know and what they need to learn next. The childminder targets her support and activities well to ensure that children's knowledge continues to grow. She completes her own observations and assessments. The childminder knows the children very well. Consequently, children make good progress in their learning from their starting points.
- The childminder builds strong bonds with the children. She is caring and speaks softly during her playful interactions with them. This helps children to feel safe and settled in her care. For example, they smile and chatter excitedly as she joins in their play. Children stay close to her when visitors arrive. They confidently seek her out for support, whether they need help, are tired or need a cuddle.
- Children are supported to develop their social skills. For example, the childminder takes them to toddler groups and other childminders. They visit castles, stately homes and parks as they explore the local community. This provides opportunities for the children to mix in larger groups and helps children to recognise the similarities and differences between themselves and others.
- The childminder provides a mixture of interesting activities to motivate children.

For instance, she offers children pine cones, pictures and leaves to teach them about seasonal changes during the autumn. Children benefit from a wide range of electronic toys, which require precision and dexterity of fingers, to help develop their fine motor skills. She is enthusiastic and passionate about helping children to experience as much as possible. However, she tends to model how things work or what happens without giving children the chance to explore and find out for themselves. This does not provide opportunities to involve children in problem-solving and to develop their critical thinking skills.

- Partnerships with parents are strong. The childminder shares regular and detailed updates about their children's progress and works closely with them to support any gaps in the children's learning. Parents are happy with the care their children receive. They praise the childminder and talk of her caring nature and the trusting relationship they have formed. They are pleased with how the childminder understands their children's individual needs.
- The childminder focuses on children's communication and language development. She reads stories with lots of enthusiasm. The childminder asks the children questions about the story they are listening to. However, when she asks children questions about the story, the childminder does not give children sufficient time to share their ideas. At times, this hinders how children expand their curiosity and are supported to extend their learning further.
- The childminder makes good use of online training, such as webinars and courses organised by the local council, to help develop and extend her knowledge. She maintains close contact with her early education partner, who supports her to improve and develop new skills. She keeps all mandatory training up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibilities to safeguard children. She has a good understanding of the signs and symptoms of abuse. She can share what steps she would take, when given a range of scenarios, to ensure that children are safe from potential harm. She ensures that her training is regularly updated and in line with local safeguarding procedures. The childminder provides a safe environment. She supervises children closely and undertakes regular risk assessments to help reduce any potential risks in all areas the children access.

What does the setting need to do to improve?

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

- enhance opportunities for children to problem-solve when playing, in order to develop their resilience and thinking skills
- use a greater range of questioning to help support children's curiosity and

further extend their learning.

Setting details

Unique reference number	2615606
Local authority	Surrey
Inspection number	10260171
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	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Dorking, Surrey. The childminder cares for children between 8am and 6pm, Monday to Thursday, all year, except for family holidays. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Amanda Harrison

Inspection activities

- This was the first routine inspection the childminder received since the COVID 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 and inspector completed a learning walk together. The childminder told the inspector what she wants children to learn and how she will do this.
- The inspector and childminder carried out a joint observation of an activity.
- The childminder showed the inspector a range of documents, records and relevant qualification certificates.
- Parents and children shared their views of the setting 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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