

Childminder report

Inspection date: 26 January 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 are happy and make good progress from their starting points. Children behave well and the childminder is a good role model. For example, children have good manners and say 'please' and 'thank you' when friends pass them toys to play with. Children have developed secure bonds with the childminder. For instance, they snuggle in closely and explore textured books with her. Children arrive eager and happy to begin their day. They seek out their friends to share experiences with and are highly motivated to learn.

Children confidently explore the resources and toys. They play happily with their chosen activity. For example, children concentrate for extended periods on how to push toy cars around obstacles on a road mat. This helps to strengthen their small-muscle skills in preparation for early writing. Children relish the constant praise and attention they receive from the childminder. This shows in their high levels of self-esteem. For example, children are excited to have a go at counting pretend farm animals and to show their toys to the inspector.

Children enthusiastically join in singing, dancing and blowing bubbles. They participate in learning animal names and the noises they make, as they 'baa' like a sheep. They carry on 'baaing' to themselves afterwards and hold hands with each other, smiling broadly. Younger children develop good hand-to-eye coordination skills as they learn how to catch and pop bubbles.

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

- The partnership with parents is good. Parents are very happy with the service the childminder provides. They say that their children make good progress in her care, particularly with their physical development. Parents comment how the childminder listens to them and takes their views into account. For example, from parents' feedback, the childminder has improved the outdoor area and provided more daily walks to woods and parks for children to get exercise. Children have exciting opportunities to build dens, run freely and use play equipment. This helps to develop their fine and gross motor skills.
- The childminder knows the children extremely well and provides them with a wide range of interesting activities and resources that they enjoy and are matched to their interests. She supports children well and is very attentive to their needs. For example, the childminder takes children to toddler groups and soft-play centres. Children learn how to interact with others and develop their social skills in larger groups, in preparation for school.
- The childminder gives younger children lots of care, love and attention. However, she does not always fully consider how to organise and engage children to be more independent during self-care activities and routine times of

the day. For instance, the childminder completes tasks for children that they can do themselves. Children develop good hygiene and safety routines. For example, before eating, children know to go with the childminder to wash their hands and help to tidy away toys before snack time. However, the childminder does not always explain why these hygiene and safety routines are important to help to develop children's understanding.

- Speech and language are modelled very well by the childminder. Children receive gentle corrections as she repeats back what they have said. They enjoy listening to the childminder as she explains what they are doing as they play. Children repeat the key phrases she says in their own play.
- 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 break stereotypes the children may have through regular discussions while out and about in the community.
- The childminder is clear about how she provides support for children with special educational needs and/or disabilities and children who speak English as an additional language. She has the knowledge that would enable her to contact the relevant professionals for information. The childminder is confident in how she would approach parents if she had concerns about a child's development.
- The childminder knows her strengths and is keen to continuously improve her practice. She shares new ideas with other childminders and listens to parents' feedback. The childminder accesses training courses and other useful information online to update her skills and knowledge.

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. The childminder is aware of the local procedures she must follow to report any safeguarding concerns. She routinely checks her resources and the environment to ensure that they remain safe. This includes ensuring that suitability checks are carried out 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:

- review the organisation of routine times to encourage children to manage simple

tasks for themselves

- strengthen children's knowledge and understanding of why safety and hygiene routines are important.

Setting details

Unique reference number	2618415
Local authority	Surrey
Inspection number	10264500
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 6
Total number of places	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Redhill, Surrey. She operates for most of the year from 7.30am to 5.30pm, Monday to Friday. The childminder holds an appropriate qualification at level 3.

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 her evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder talked to the inspector about children's learning and development.
- The inspector viewed a sample of documentation and checked the suitability of the childminder to work with 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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