

Childminder report

Inspection date: 25 May 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

The childminder offers a welcoming and homely environment, where children feel happy, safe and secure. Effective settling-in procedures are in place and children quickly form strong attachments with the childminder. The childminder knows children well and provides activities that inspire their learning. For example, children enthusiastically find hammers and saws and attempt to remove objects of interest, such as toy orcas, from ice. As they persevere with their task, the childminder talks to them about the behaviour and habitats of sea animals.

Children learn about the importance of good hygiene and independently wash their hands before eating food. Children benefit from nutritious, home-cooked meals throughout each day. They actively discuss the benefits of regular exercise and eating healthy, and know to drink water to stay hydrated.

Children are physically active every day. They have access to a large outside garden where they can run, jump and balance. Babies build on the small muscles in their hands and fingers as they squeeze malleable objects. They express delight as they squish their toes in the sand. Older children build towers with bricks and match these to the correct written number. The childminder has very good links with others settings children also attend. She prepares children well for their next stage of learning.

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

- The childminder assesses children's learning to ensure they make good progress. She has a clear intention for the curriculum and the activities she provides for children. Children are curious and motivated to learn. However, on occasion, in her enthusiasm to join in children's play, the childminder does not always allow children time to explore their ideas even further. This would help them to further develop their problem-solving skills.
- The childminder has good partnerships with parents. She talks to them daily about children's achievements, and provides them with advice and guidance on how to continue their children's learning at home. Parents are highly complementary about the care and learning their children receive. They say that their children thoroughly enjoy their time with the childminder.
- The childminder helps children learn about themselves and their families. For instance, she uses positive language, flags and family photos to celebrate children's backgrounds and cultures. Children delight in sharing words in their home languages. They take part in key cultural celebrations, which helps them to understand and learn about the wider world.
- The childminder supports children's knowledge and understanding of the local community well. For example, children visit parks and toddler groups. They

enjoy regular outings to local farms and historical places. Children build social skills through the various interactions that occur on these trips out.

- The childminder supports children's language and communication highly effectively. She engages older children in meaningful conversations and encourages them to use language for a variety of purposes. She extends children's vocabulary, such as through their love of books. For instance, children join in with repeated phrases and use props to act out and retell their favourite story. The childminder picks out unfamiliar words from the text and teaches children the meaning. She uses a balance of commentary and questions to encourage children to practise using new vocabulary.
- The childminder constantly talks to babies as they engage in their play. She makes eye contact and consistently responds to their gestures and facial expressions. This helps to build on their developing speech and language.
- The childminder regularly reflects on her provision. She attends training and shares good practice with other childminders to help build on her professional development.
- The childminder has high expectations for children's behaviour. She sensitively teaches them how to manage their emotions as they take part in their activities. She talks to children and provides visual aids to help them express how they are feeling.
- The childminder has a good understanding of internet safety. She talks to older school-age children about managing risk when using digital media at home. However, she does not have a full awareness of how to communicate these messages to younger children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can recognise the signs that may indicate a child is at risk of harm. She knows where to refer any concerns she may have about a child in her care. She is aware of who to contact and what to do in the event of an allegation against her or a member of her household. The childminder ensures the areas she uses for childminding are free of any potential hazards to help ensure the safety of children in her care. The childminder teaches children about 'stranger danger' and road safety when they go out on trips in the local community.

What does the setting need to do to improve?

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

- allow children more time to explore and investigate their ideas, to help build on their problem-solving skills even further
- improve knowledge of how to help younger children develop an awareness of potential risk when using digital technology.

Setting details

Unique reference number	2627688
Local authority	Surrey
Inspection number	10285645
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 10
Total number of places	4
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Epsom, Surrey. The childminder is open all year round, Monday to Friday, from 7.30am to 6pm. She holds an early years qualification at level 6. She offers funded early education for two-, three- and four-year-old children

Information about this inspection

Inspector

Jane Franks

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector as part of the learning walk. They carried out a joint evaluation of an activity and discussed the childminder's intentions for children's learning.
- The inspector observed the quality of the childminder's teaching and assessed the impact on children's learning.
- The inspector spoke with children and parents during the inspection and took account of their views.
- 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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