

Childminder report

Inspection date: 7 July 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 secure, and they enjoy their day. The childminder gathers a wealth of information when children first start, which helps her to carefully meet their changing needs and routines. The childminder helps children to behave well and to develop the ability to manage their own emotions. Children are kind and patient under the effective role modelling of the childminder, who encourages good manners and helps children to begin to recognise the importance of respecting each other. Older children show impressive concentration skills as they pour water into different-sized containers and notice how colours change when they add different food colouring. Younger children use their increasing coordination skills as they push the water tap to fill buckets.

The childminder helps to build on children's independence in their self-care skills. For example, children are able to dress and undress themselves for outdoor play, and they help to create their own pizza for lunch, using an array of healthy ingredients. This helps children to begin to understand the importance of making good choices in the food they eat. Children have many opportunities for outdoor play, such as regular walks and lots of time in the garden. The childminder provides children with high levels of praise, and this helps them to build positive self-esteem and confidence in their growing abilities and individual personalities.

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

- The childminder skilfully introduces a curriculum that excites and involves children in their learning. She constantly adapts her planning to include children's changing interests to support their next steps in learning. The childminder watches their development to quickly identify potential gaps. This helps to ensure that children receive additional help if required. The childminder has established good links with other settings children attend. She recognises the need to share information to provide children with a joined-up approach towards their future progress.
- The childminder helps to support children's increasing communication and language skills through her quality interactions. She introduces new and challenging words, such as 'veins' and 'blood flow', as children engage together in a medical-themed role-play activity. However, the childminder occasionally does not provide children with enough time to explore their own ideas and make connections in their learning. For example, when she asks questions or children encounter problems, she is too quick to provide answers and solutions.
- Children develop a love of stories. They enjoy using props to recall their favourite books and songs. For instance, children excitedly count the frogs on the log and use their increasing mathematical skills to count how many remain. Children are learning about their immediate community around them and people

who helps us. For instance, they use puppets that represent different professions, such as the police and paramedics. This helps children to build important social skills and awareness for their future learning.

- The childminder establishes strong partnerships with parents, and she fully involves them in the progress their children make and how they can support them at home. Parents comment on the dedication and individual attention their children receive and the importance the childminder places on keeping them up to date with all aspects of their child's day.
- Children investigate by using a wide range of resources and prepared activities. The childminder places a lot of importance on planning for children's play outdoors as she does for the indoors. This helps to support children who prefer to play in this environment. Children enjoy making potions with oranges and rose petals and discovering new scents and smells. However, the childminder does not provide enough space for children to fully explore and develop new skills. As such, they quickly move on with their own ideas and do not fully engage with the learning intention.
- The childminder uses self-evaluation effectively in order to continually improve areas of her provision. She understands the importance of gathering the views of parents and the children to help to inform areas for change. The childminder plans well for her professional development, keeping her knowledge up to date. For instance, recent training and webinars have helped the childminder to gain a deeper insight of how to support children's behaviour more effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant towards protecting the children in her care. She has robust policies in place, which she regularly reviews, updates and shares with parents. The childminder is confident in how she would identify potential signs of abuse and the procedures she would use to report any concerns. This helps to ensure children's welfare. The childminder uses good risk assessments at home and on outings to help to keep children safe and secure at all times. The childminder is aware of wider safeguarding issues, such as county lines and radicalisation.

What does the setting need to do to improve?

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

- develop children's critical-thinking and problem-solving skills by giving them more time to answer questions
- enhance the organisation of activities so that children have more space to explore and engage more effectively in their learning.

Setting details

Unique reference number	2634672
Local authority	Surrey
Inspection number	10289508
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	2 to 8
Total number of places	5
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Redhill, Surrey. The childminder has a relevant childcare qualification at level 3. The childminder works term time only, Wednesday, Thursday and Friday, from 7.30am to 5.30pm.

Information about this inspection

Inspector

Gwendolyn Andrews

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 provider and has taken that into account in their evaluation of the setting.
- The inspector accompanied the childminder and the children around the areas of the home used for childminding. The childminder talked to the inspector about her early years curriculum and what she wants her children to learn.
- The inspector observed the interactions of the childminder and the children and the impact that teaching has on their learning and development.
- The childminder, the children and the inspector spoke at appropriate times throughout the inspection. The inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The childminder and the inspector discussed professional development and how she evaluates her provision and the current areas identified for improvement. A range of documentation was sampled, including suitability checks.

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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