

Childminder report

Inspection date: 29 July 2024

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 is kind and caring. Children respond positively to her nurturing approach and show that they are at ease in her care. For example, they move confidently around the childminder's home, selecting the toys and activities they want to play with. The childminder recognises when children may need extra reassurance and provides this through her warm interactions with them. There is a calm atmosphere, which makes the children feel safe and secure.

The childminder offers a curriculum that builds on children's prior knowledge and skills. She carefully plans and prepares activities based on children's interests and next steps. For example, children use their imagination and develop their language skills as they splash, dip and clean dinosaurs in the sand and water trays. The childminder actively joins in with their play and frequently asks questions to extend their learning. Children have daily opportunities to play, explore and learn outdoors. Their knowledge of the wider world is also enriched through regular trips into the community, such as to the library and the local woods.

Children behave well together as they learn to take turns and share with each other. The childminder sets clear expectations for behaviour from a young age. She models and encourages good manners, reminding children to say 'please' when making a request. The childminder offers plenty of praise and encouragement throughout the day, which supports children to develop their confidence and self-awareness skills.

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

- The childminder delivers a broad and varied curriculum. She observes and assesses children's learning and uses this information, along with their interests, to help her to plan for what children need to learn next. The childminder knows the children well and plans motivating learning experiences. For instance, she encourages children to work together to count and order by size the toy insects they show a keen interest in playing with.
- The childminder introduces children to books and reading at an early age. She encourages them to draw, paint and make marks using a range of tools. This fosters children's interest and enjoyment in literacy. Children love looking at books and listening to stories. They show that they can handle books carefully and correctly. Children regularly seek out their favourite stories to read. The childminder introduces children to songs and rhymes to further support their communication and language development.
- The childminder is aware of the importance of developing children's self-care and independence skills. She encourages children to choose, persevere, and explore activities they are interested in. However, at times, the childminder does

too much for the children, rather than encouraging their emerging independence skills. For instance, she does not consistently encourage children to complete simple tasks that they could try for themselves, such as helping to tidy up or managing their own care needs.

- The childminder reflects on the service she offers by seeking feedback from parents. She meets with other childminders to share good practice. The childminder is committed to her own professional development. She attends training opportunities and keeps herself up to date with early years and safeguarding requirements and legislation. However, she has not yet developed partnerships with the other settings that children attend, to create a shared approach to meeting children's needs.
- The childminder establishes close relationships with parents. She works closely with parents before children start, to establish a secure understanding of children's care needs and development. The childminder gives parents ideas and support on how to promote children's development at home. She keeps parents updated throughout the day by sending them messages and photos. The childminder makes time to talk to parents at handovers about what children have been doing, celebrate their achievements and talk about next steps.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen support for children to further develop their independence and self-care skills
- develop partnerships with other settings that children attend, to provide a shared approach to children's care and learning.

Setting details

Unique reference number	2652735
Local authority	Surrey
Inspection number	10347105
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Redhill, Surrey. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Allen

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 childminder.
- The inspector completed a learning walk of the spaces that are used by the children and discussed the different activities that the childminder provides to support children's learning and development.
- The inspector observed the quality of interactions between the childminder and children, and assessed the impact of these on children's learning.
- The inspector observed an activity and evaluated this with the childminder.
- 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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