

# Childminder report

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Inspection date: 18 September 2024

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| 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 well cared for by the childminder, who provides a welcoming home. The childminder knows the children well and is attentive to their needs. She builds bonds quickly with new children. This helps children to feel safe in her care. They flourish from her high expectations and ambitious curriculum. For example, babies are able to play with oats that provide them with opportunities to develop through sensory play and exploration. The childminder also considers children's next steps for learning and what she must do to support these.

Children behave well. They are happy and relaxed. The childminder understands how to support children to regulate their emotions. She gives children lots of positive praise and uses a calm approach to talk and interact with them. The childminder strongly promotes the development of children's communication, language and literacy skills. She engages the children in conversations as they play and introduces them to a new and interesting vocabulary.

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

- The childminder has allowed her first-aid qualification to expire, which is a breach of requirements. However, she has retained knowledge of how to respond to an emergency and has booked on to an appropriate course to update her knowledge and obtain a new qualification. To date, this has not had an impact on children's safety or well-being.
- The childminder provides an environment that encourages children to develop their independence. Children confidently move around the rooms and make choices about the resources they want to play with. The childminder is aware of how to manage potential risks to children and constantly supervises them.
- The childminder creates a curriculum that builds on the knowledge children already have. She scaffolds children's play to support learning. The childminder regularly narrates play. At times, however, she does not allow children time to process the language and words she is using. This means that children do not always develop ideas independently to increase their learning even further.
- The childminder reflects on her provision and values opportunities for networking with other childminders for support and to share good practice. She also makes use of links with other childminders to offer children the chance to meet and develop friendships with other children their age. This helps to support the development of children's social and communication skills further.
- The childminder has good relationships with parents. She shares information with them in various ways. For example the childminder speaks to parents at drop off and collection times, adds details about care and activities to children's daily dairies and frequently sends photos. Parents are very happy with the care and education their children receive at the setting. They comment on the home-

from-home environment, 'great' communication and the high levels of confidence their children have developed.

- The childminder provides healthy snacks and meals for children. She obtains information about children's dietary requirements, preferences and food allergies when children start and is aware of how to keep children safe when eating. For example, she understands the importance of preparing food for babies in the way that they are used to at home to avoid choking.
- The childminder understands the importance of developing relationships with other early years settings the children also attend. She acknowledges the value of sharing information about children's learning and progress to provide continuity when children attend more than one setting.

## 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 meet the requirements of the early years foundation stage, the provider must:**

|                                                                  | Due date   |
|------------------------------------------------------------------|------------|
| complete an approved course of training in paediatric first aid. | 28/09/2024 |

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

- promote opportunities for children to think for themselves and develop their own ideas in play.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2674308                                                                           |
| <b>Local authority</b>                             | Surrey                                                                            |
| <b>Inspection number</b>                           | 10260080                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 2                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 2                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2022 and lives in Tadworth, Surrey. She operates all year round, from 7.30am to 5.30pm, Monday to Wednesday, except for family holidays. The childminder holds qualified teacher status.

## Information about this inspection

### Inspector

Natalie Atkins

### Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision.
- The childminder spoke to the inspector about children's learning and development, with a focus on communication and language.
- Parents shared their views of the setting with the inspector.
- The childminder showed the inspector the premises and discussed how she ensures that these are safe and suitable.
- The inspector observed the interactions between the childminder and the 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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