

Childminder report

Inspection date: 25 November 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 incredibly passionate about offering a warm and friendly welcome to children as they arrive. This helps them to part happily from parents and quickly settle into their day. Her experience as a child carer and her obvious enjoyment of this work are evident in her interactions with children. Children's interests are at the heart of the childminder's practice. She creates an environment and plans learning opportunities that are exciting for all children. Children gain a thirst for learning from a young age.

The childminder teaches children good communication, language and literacy skills. She sings lots of songs and nursery rhymes throughout the day and children learn new words. The childminder reads stories to children in lively tones, and they listen attentively while learning new words. The childminder supports children's mathematical development well. She teaches them mathematical language, such as 'more' and 'less', and counts objects with children as they play.

The childminder and children spend most of the day out in the local community. Children visit places of interest, such as the local park, farms and woodlands. They also attend toddler groups and forest school with other childminders. This means that they can play and interact with a wider range of children and develop good social skills. Parents agree that the childminder makes their children 'feel loved and safe'. The childminder actively promotes the development of each child's uniqueness.

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

- The nurturing childminder primarily cares for children aged three years and under. She knows what she wants children to learn by the time they leave her setting, such as being independent and confident, building secure relationships and understanding routines and boundaries. Children confidently wash their hands before meals and feed themselves. These are skills that children need for their future learning and eventual move to pre-school or school.
- Children thoroughly enjoy their time outdoors and the freedom to explore. They have many opportunities to develop their physical skills in the childminder's garden. Children learn to navigate space as they manoeuvre themselves up and down different levels and negotiate the steps leading to the house. Children refine skills as they are supported to explore digging in the mud pit or practise pedalling on wheeled toys.
- The childminder promotes children's curiosity. She provides a tray with lentils, pine cones and leaves for children to explore. Children move their hands slowly and begin to develop their finger dexterity. They pour the lentils using a small scoop. The childminder sprinkles the lentils from above. Children enjoy this

sensory experience. They giggle and smile as they feel the lentils land on their hands.

- Children develop good attitudes towards their learning and play well together. For example, they wait patiently and take turns to move blocks from the large light box to build a tower. The childminder reinforces the importance of sharing and taking turns with the children and offers praise to promote positive behaviours. As a result, children demonstrate kindness and a caring attitude towards others as they play.
- Overall, the childminder has a clear curriculum intent that focuses on preparing children for the next stage in their education. She has a good understanding of the children's starting points and how children are progressing. She is generally secure on how activities support children's development. However, she does not foster opportunities for children to explore the use of technology to support their learning and experiences.
- Children thoroughly enjoy baking activities with the childminder. The childminder skilfully watches and responds to children to maximise their learning experiences. She consistently demonstrates marvellous teaching skills and provides good-quality, inclusive care and education to all children. The children demonstrate solid recall of previous learning when using a grater to grate apples, calling out 'up and down' and motioning, by jumping up and down, what to do when holding the apple.
- Parents state that they are very happy with the care provided by the childminder. They love the daily enriching experiences provided for children to explore the world around them. The childminder gathers detailed information about the children's routines, likes and dislikes. She gives feedback to parents daily about what their children have been doing and how they can continue learning at home.

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 opportunities for children to explore their early interest in technology to further encourage this area of their learning.

Setting details

Unique reference number	2702964
Local authority	Surrey
Inspection number	10374459
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 8
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in May 2023 and lives in Dorking, Surrey. She operates all year round, from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an early years level 6 qualification.

Information about this inspection

Inspector

Amanda Harrison

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- A range of documentation was looked at, including safeguarding policies, training certificates and evidence of the suitability of adults living on the premises.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Parents shared their views of the setting with the inspector.

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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