

Childminder report

Inspection date: 26 February 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 knows her minded children well, which enables her to recognise when they need her care and attention. She responds sensitively to help meet children's needs by giving them reassurance and asking if they would like cuddles. Children welcome this support from the childminder, which demonstrates their close bond with her.

Children are effectively supported to understand how they are expected to behave when they are at the childminder's house. The childminder gently reminds them of the rules, such as sharing the resources. Young children show that they are beginning to understand the rules by letting their peers have a turn at playing with the same toy. The childminder recognises these moments and praises them for being able to share with the other children, which helps to promote positive behaviour.

The childminder considers children's interests when she arranges the environment to support them to engage in their learning. This enables children to confidently explore their surroundings and self-select the activities that they would like to take part in. For instance, young children choose to play with the dolls and they act out putting them on the potty. The childminder extends this activity to promote children's understanding of how to manage their own self-care needs. For instance, she talks about how their dolls uses the potty, alongside showing them an age-appropriate book about potty training.

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

- The childminder plans an engaging curriculum that supports children to learn the skills they need before they start school. She assesses what children know and can do through observations and tracking their progress. She successfully uses this information to plan for what they need to learn next in order to promote their ongoing development.
- The childminder evaluates her practice to identify further training. For instance, she recently observed that children needed more support with their physical development. Therefore, she completed additional training to refresh and enhance her teaching skills in this area of learning. This has helped her to strengthen her practice so that children continue to make good progress.
- Children are supported to develop an understanding of how to look after their own bodies. The childminder encourages them to wipe their own hands and faces after they have eaten. Additionally, children learn to help themselves to tissues to practice wiping their own noses. They enjoy showing the childminder and she gently guides them to complete this task.
- Parents are appreciative of the care and support that the childminder provides

for them and their children. She keeps parents well informed about their child's day and their progress. Furthermore, she shares ideas for how parents can support their child's learning at home. The childminder has formed strong partnerships with parents, and she encourages them to share any progress that their children have made at the other settings that they attend. This helps to promote consistency in children's learning.

- Children participate in a range of activities that promote their learning. For instance, the childminder encourages children to write letters to each other, which supports their early writing skills. Children enjoy the experience of receiving letters in the post from their friends, and this helps them to form bonds with their peers.
- The childminder supervises children well. This enables her to intervene quickly when they need support to modify their behaviour, such as reminding children to play gently with the toys. Children respond appropriately, which demonstrates their understanding. However, the childminder does not consistently support children to strengthen their understanding of risk and how to keep themselves safe. For instance, she does not remind children to finish their mouthful of food before they speak.
- The childminder supports children's listening skills well, for instance, by reading stories to them. She uses props and expressions to engage children's interests and she encourages them to participate in the story, such as counting the bowls of porridge and roaring like bears. Children respond with fascination, and this enables them to develop their concentration skills. The childminder extends these activities successfully, such as giving the children porridge to play with. This helps build on children's understanding of the story.

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 skills in recognising opportunities to extend children's understanding of risk and how to keep themselves safe.

Setting details

Unique reference number	2717907
Local authority	Surrey
Inspection number	10333269
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	1 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Epsom, Surrey. The childminder holds an appropriate level 3 qualification. She provides care for children Monday to Friday, from 7.30am to 6pm, during term time, and Monday to Wednesday during school holidays. The childminder receives funding for children who are aged two-, three- and four-years-old.

Information about this inspection

Inspector
Hayley Kiely

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 childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024