

Childminder report

Inspection date: 11 October 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder creates an environment in which children feel safe and secure. She ensures that settling-in procedures support the needs of all children. For example, she asks parents to provide detailed information about their child's routines, interests and what may comfort them. Consequently, children and babies form positive attachments with the childminder. She provides reassurance and comfort and effectively supports children's well-being. For example, when children become upset or tired, the childminder soothes and cuddles them.

The childminder provides children with a broad and balanced curriculum. She skilfully adapts activities to meet the individual learning needs of all children. This encourages children to remain motivated during activities. Children behave very well. They are calm and respectful of each other and of the toys and resources. The childminder models kindness and gentleness. She provides children with clear boundaries and routines that help children understand what is expected of them and what is happening next.

Children have regular opportunities to explore the local area. They socialise with other children at playgroups. The childminder takes the children to visit residents in a local care home. Children build up relationships with the elderly and engage in activities with them. They learn about other people and that some disabilities cannot be seen.

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

- The childminder helps children to develop their social skills. They benefit from mixing with children of different ages before and after school. The childminder reminds children to share toys and to be gentle when playing with each other. She supports children to be independent in their play by giving them choices about what they would like to play with and where. This helps children to feel valued and listened to and to develop confidence.
- The childminder effectively weaves mathematics into children's play. For example, children join in an enthusiastic game of 'Snakes and Ladders'. They throw the dice and count the dots. Older children know that the dots must correspond with the squares on the board. Babies are encouraged to join in. They squeal with delight as the childminder counts when they clap their hands together.
- The childminder uses everyday activities, such as rhymes, stories and music, to support children's listening and speaking skills. She uses simple sign language and provides a dialogue for children as they play. The childminder brings music and storytelling to life as she uses a range of sounds and voices to help immerse children in the experience. However, there are times when the childminder does

not provide children, particularly babies, with enough time to contribute and practise their thinking and language skills. As a result, on occasion, some children do not receive the same learning experience as others.

- Effective professional partnerships with parents have been established. The childminder regularly uses her own observations and assessments to share children's development with parents. She seeks out advice from other professionals, such as teachers, and holds professional discussions with childminding colleagues. The childminder is reflective in her approach as she strives to provide children and families with a high-quality provision.
- The childminder supports and develops children's understanding of healthy lifestyles. Children have daily opportunities to exercise and run around in the fresh air. They have a section of the childminder's garden where they plant fruit and vegetables. The childminder plans activities around harvesting and cooking the produce they have grown. This has helped children to successfully try and enjoy new foods. Children enjoy dancing and learning how to use a scooter, which supports their coordination and balance. The childminder supports babies to develop their hand-eye coordination. For example, she encourages them to push toy cars along the floor and use sticks to make sounds on musical instruments. Children develop the hand muscles that later are used for writing.
- The childminder provides an inclusive environment. She has an in-depth understanding, based on experience, about how to adapt her provision to meet the needs of the children attending. This approach ensures that all children, including those with special educational needs and/or disabilities, have access to a balanced curriculum.

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 think and respond during adult-led activities and further develop their speaking and critical thinking skills.

Setting details

Unique reference number	507325
Local authority	Surrey
Inspection number	10367107
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 12
Total number of places	3
Number of children on roll	12
Date of previous inspection	18 February 2019

Information about this early years setting

The childminder registered in 1993. She lives in Horley, Surrey. The childminder operates her service from 7am to 6pm, Monday to Friday, all year round. The childminder provides government funded early education places for children aged from nine months to four years. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Tina Lambert

Inspection activities

- The childminder described how she supports children's learning and development and the procedures she follows to keep children safe.
- The inspector observed the childminder interacting with children and evaluated how this supports children's learning.
- Children spoke to the inspector.
- The inspector took account of the feedback that was provided by parents.
- The inspector carried out a joint evaluation of an activity with the childminder.

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