

Childminder report

Inspection date: 18 October 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settle well in this homely environment. The childminder forms delightful bonds with children, who confidently seek her out for play, comfort and support when needed. She recognises that children are unique and respects their individual personalities. The childminder is attentive and responsive to children's needs. This helps children to feel listened too and valued in the childminder's care. In addition, the childminder recognises the importance of being a consistent role model to children. This contributes to children's positive behaviour and supports them to quickly form positive friendships with other children.

The childminder plans a variety of stimulating activities. These are based on children's own interests and immediate fascinations and promote their ongoing development. As such, children are quick to become absorbed in their own play experiences, which are skilfully extended by the childminder. For instance, the children spot dewy spider webs on their morning walk. The childminder provides opportunities for them to make their own spiders as they talk about the webs they have seen. She extends their knowledge about spiders as they learn how many legs spiders have. Children then excitedly take their individually made 'wibbly wobbly spiders' on a walk to the park. They eagerly spot more webs and real-life spiders in the natural world around them. These opportunities mean children are captivated in their explorations as they make real-life connections in their learning.

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

- The childminder provides a curriculum that sparks children's natural curiosity and incorporates all seven areas of learning. Children are enthusiastic and independently access a range of activities and play experiences. The childminder knows what children can do and remember, and what she wants to teach them next and why. She continually focuses on children's individual development, enabling all children to make good progress in their learning.
- The childminder recognises the importance of children being physically active and developing a positive sense of belonging in the wider community. They go on regular walks and planned outings, and they attend local playgroups where they meet other children. This supports children's growing understanding of the world they live in and further develops their social skills.
- Children's communication and language are of high importance. The childminder actively joins in with children's play and engages in back-and-forth conversations with them. She introduces new words, such as 'diamond' and 'fabulous,' which the children practise pronouncing as they expand their growing vocabulary. This supports all children to become confident communicators.
- Generally, the childminder teaches children how to keep themselves safe. She gives gentle reminders and clear explanations as to why she has asked children

to do something. For example, she asks children what they need to do to show they are ready to set off on their walk. Children listen intently and respond well as they eagerly hold onto the side of the buggy. This supports children's own knowledge of keeping themselves safe. However, the childminder does not plan opportunities to help children learn about online safety when accessing devices at home. This does not fully support their understanding of how to keep themselves safe when accessing the internet.

- The childminder models the use of mathematics in children's everyday play. She is skilful at reinforcing counting and helping children to notice shapes and patterns in the environment. Furthermore, they have opportunities to learn about other mathematical concepts, such as weight and balance. For example, as children explore the see-saw, the childminder talks about how they weigh the same when the see-saw remains level. The childminder helps children to explore what happens when they add more weight to one side. This results in the see-saw moving up and down as it becomes heavier on one side. These opportunities mean children are acquiring early mathematical knowledge in preparation for later learning.
- The childminder communicates well with parents. She has arrangements in place to keep parents well informed about their child's day and progress. Parents report fondly of the care and learning their children receive. However, there are no arrangements in place to liaise with other settings that children attend. This means that the useful knowledge and information the childminder has regarding children's care and learning is not shared to support a consistent approach for children.
- The childminder has high expectations of children's behaviour. She models these expectations positively and applies a calm and consistent approach. This supports children's growing understanding of behavioural expectations as they learn right from wrong.

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:

- enhance the curriculum to include opportunities for supporting children's understanding of keeping themselves safe online
- build links with other settings children attend to provide greater consistency in children's learning and care.

Setting details

Unique reference number	EY297964
Local authority	Surrey
Inspection number	10364037
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	22 January 2019

Information about this early years setting

The childminder registered in 2004. She lives in Epsom, Surrey. She operates Monday to Friday, 9am to 5pm, term time only. The childminder provides funded early education for children aged nine months to four years.

Information about this inspection

Inspector
Natalie Moir

Inspection activities

- The childminder and 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 and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector joined the childminder and children on a short outing during the inspection.
- The childminder and inspector took part in a joint observation of a planned activity.
- Children communicated with the inspector during the inspection.
- Parents shared their views of the childminder 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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