

Childminder report

Inspection date: 21 December 2023

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 settle quickly and thrive in the care of the childminder. They benefit from her warm, sensitive interactions, which help them feel safe and secure. The childminder knows children well and provides them with a varied curriculum to support their unique stages of development and learning. She is attentive and reads their cues well. For example, she understands when children lack confidence in certain circumstances and quickly provides the support they need to keep trying until they succeed. Children behave well with the childminder. She reinforces positive behaviour through praise and encouragement.

The childminder wants all children to achieve well. Her strong focus on supporting children's personal, emotional and language development after COVID-19, helps them develop a positive attitude to learning. Children develop a love for stories, books and rhymes, which helps build their listening and attention skills and supports their growing concentration levels. For example, the childminder adds to familiar books and fairy tales with home-made resources that children use to follow the story and predict the script. The childminder skilfully uses this to check children's understanding and extend their learning. The childminder supports children to learn the words to express their feelings and needs and they are confident in doing so.

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

- The childminder has a secure understanding of how to support children's learning and development. She monitors their progress closely and carefully plans for children's next stage in learning. This helps children to make good progress during their time at the setting.
- The childminder teaches children to do things for themselves. For example, she encourages them to wash their hands, tidy away after themselves and put their shoes on and take them off. This supports children's growing independence skills.
- The childminder has a very strong understanding of how she can support children's communication and language. This is evident as she introduces new words to children's play and takes the time to explain the meaning of words that they have not heard before. She talks to them constantly, explaining what she is doing and why. This helps children to understand the meaning of words and in what context they should be used.
- Children behave well for their age. They listen carefully and follow the clear, consistent instructions from the childminder. Children understand what is expected of them, their behaviour and the routines of the setting. For instance, children know that they need to help tidy away toys and resources regularly before moving on to the next activity. They work together to safely clear the

floor of all toys before they begin their exercise session.

- Children learn to understand the benefits of making healthy choices and being active. The childminder encourages children to try a wide range of healthy foods, to drink regularly and they frequently spend time in the childminder's outdoor area. However, activities in this area are not as effectively planned and are less thought out than other areas of the childminder's provision. The childminder broadens children's experiences with regular trips into the local community. This helps them understand their local surroundings and learn about the diverse world we live in, first hand.
- The childminder works with parents to support children's learning. Parents appreciate the wide variety of educational experiences that the childminder provides for their children. Parents are able to share examples of how the childminder has helped their children reach developmental milestones, such as growing social and communication skills. Parents feel that their children are safe and well cared for.
- The childminder is skilled in identifying children who may require additional support with their learning and works with parents to help them understand this. She has systems in place for completing the progress checks for children between the ages of two and three years.
- The childminder is committed to continuing her own professional development. She seeks out training opportunities to build further on her ability to help children learn and make progress. For example, she is in the process of completing training to improve her knowledge and skills to support children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates sufficient safeguarding knowledge. She can identify a wide range of indicators and risk factors of abuse and neglect. Furthermore, she is clear on the steps to take if she is concerned that a child may be at risk of harm. The childminder is confident in recording and reporting concerns, including managing allegations made against herself or other household members. She keeps up to date with her mandatory safeguarding training.

What does the setting need to do to improve?

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

- develop further opportunities outdoors to build on children's interests to provide activities and experiences that extend their learning.

Setting details

Unique reference number	EY432151
Local authority	Surrey
Inspection number	10305605
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 February 2018

Information about this early years setting

The childminder registered in 2011. She lives in Caterham, Surrey. She operates all year round from from 7.30am to 6.30pm Monday to Friday. The childminder offers funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Leanne Merritt

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on personal, social, emotional as well as communication and language.
- Children spoke to with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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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