

Childminder report

Inspection date: 22 March 2022

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 enjoy and experience an interesting and stimulating range of activities. They display a keen interest to explore and learn. Older children are encouraged to share with younger children. They show a developing understanding of how to include younger children in their play. For instance, they make pretend cups of tea together. Younger children learn from older children and copy actions such as filling and emptying cups with oats.

Children show an interest in books and have favourites. They listen attentively to stories and point to details in the pictures. This helps to support their acquisition of new vocabulary. The childminder matches activities to children's interests and abilities, indoors and outdoors. This helps children to make good progress from their starting points.

Children show affectionate attachments with the childminder. This helps children feel safe and comfortable in their surroundings. The childminder has high expectations of children's behaviour. She gives the children explanations so that they remain safe. Children illustrate this as they know to keep their sun hats on when in the garden so that their skin does not burn from the sun. This is further supported by the well-established routines of the day. Children develop skills to identify potential hazards and learn how to keep themselves safe. For example, children pick up oats that have fallen on the floor to prevent the risk of slipping over.

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

- The childminder has effective systems in place to observe and monitor children's progress. This is strengthened by the active involvement of parents as they keep the childminder informed of their child's learning at home. The childminder has introduced how to fit pieces of puzzles together with children. This skill has been developed further at home. This has made children more competent as they attempt puzzles with more pieces.
- Children access resources freely and make up their own games. However, they are not always given the opportunity to try out their ideas to solve a problem that they may encounter. For example, as children struggle to pick up a number of balls together, the childminder gives them the solution to the problem rather than encouraging them to think of ways to collect the balls more efficiently.
- Parents are positive about the education and care their children receive and readily give information about their children. However, the childminder does not gather important information about individual children's family background. This limits her knowledge of aspects related to children's culture and home language. Consequently, opportunities to value and celebrate the diversity represented

within the group of children are not developed.

- Children love to explore in the inviting garden. They have ample opportunities to go for walks in the fresh air. The childminder supports children's social skills as she takes them to toddler groups. Children talk fondly about their outings where they meet new friends.
- Children show positive attitudes to learning as they use different types of tools to strengthen their hand muscles; for example, as they use tweezers to pick up hidden numbers and letters in the sand tray. This helps develop children's hand control as they mark make and cut with scissors.
- The childminder maintains strong links with other settings that the children attend. This supports children's continuity in learning and ensures that they are equipped for their next stage in learning, including their move to school.
- The childminder helps children to understand and adopt a healthy lifestyle. Children talk about which foods are healthy and unhealthy. They say, 'fruit is good for the body' and 'sweets are bad for teeth'.
- The childminder is a good role model with a clear focus to develop children's communication and language skills. Younger children hear key words such as 'cat', 'dog', 'ball' repeatedly and attempt to imitate them. Older children confidently speak in full sentences. They hold two-way conversations with the childminder throughout the day. She values their contributions and expertly relates children's learning to experiences they have outside the setting. The childminder talks to older children about how important it is to use their 'listening ears' when they are given instructions. They say that they feel proud as they are awarded stickers for their listening efforts at clubs they attend.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular child protection training. She has a secure understanding of her responsibility to protect children from harm and the risk of being exposed to extremist views. The childminder recognises the potential signs and symptoms of abuse and knows the local procedures to follow if she needs to seek further help or to report any concerns. She ensures that children are able to play in a safe environment as she identifies potential risks and deals with them effectively. Children learn to keep themselves safe and manage risks. This has a positive impact on the children's safety and well-being.

What does the setting need to do to improve?

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

- ensure that information about children's home background is gathered before children start and used to develop their understanding and value for each other's cultures

- further enhance opportunities for children to share their own ideas and test them out to independently help solve problems they may encounter.

Setting details

Unique reference number	EY442772
Local authority	Surrey
Inspection number	10228629
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	6 September 2016

Information about this early years setting

The childminder registered in 2012. She lives in Redhill, Surrey. The childminder provides care for children between 7am and 7pm each weekday, all year round. She holds a relevant early years qualification. The childminder receives free early years funding for three-year-old children.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- This was the first routine inspection the provider 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 talked to the inspector about their curriculum and what they want the children to learn.
- The inspector carried out a joint observation with the childminder.
- The inspector observed the quality of the education being provided, indoors and outdoors, and assessed the impact that this was having on the children's learning.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder to care for children.

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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