

Childminder report

Inspection date: 28 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy the time they spend with the childminder. They confidently explore and feel safe and secure in the childminder's care. The older children proudly show the childminder how they can put on their coat and shoes ready to go outside to play. They enjoy problem-solving opportunities. For instance, they work out how to make the mechanical toy car move forward by pushing the driver down in the seat. Children are keen to have a go and try things for themselves.

The childminder has high expectations for children's learning. She incorporates mathematical language into all aspects of children's play. For instance, older children investigate positional language as they place the car on top and then underneath the table. They make clear connections to this concept as they talk about being on top of the slide. Younger children excitedly stack the different-sized cups to see which is the smallest and biggest.

Children enjoy being active. For example, the older children are keen to hop and skip along the hopscotch tiles. Younger children are supported to climb the steps of the slide and gradually build their confidence to go down the slide with less support each time. The childminder makes good use of praise to encourage children to have a go and gain a sense of achievement. The children have a range of opportunities to build their muscle strength and practise new ways of moving as they develop their physical skills.

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

- The childminder has a good understanding of child development. She is aware of children's interests and plans activities to help build on what children know. For instance, she provides children with dolls and toy highchairs so that the children can engage in role play. However, on occasion, the childminder does not ensure that children have sufficient resources in all areas of their play. As a result, at times, activities do not successfully stimulate children's imaginations, challenge their thinking, and build further on their learning.
- Good attention is paid to maintaining children's safety. The childminder understands the importance of keeping all mandatory training up to date. For instance, she has completed paediatric first-aid training. The childminder reflects on her practice and is keen to improve but does not yet make full use of other opportunities for professional development, to build further on her knowledge and skills over time.
- The childminder works closely with her co-childminder. They have established positive relationships with parents. Parents like the regular communications they receive. For example, the childminder keeps in contact through daily discussions

and photographs sent through an electronic messaging service. Parents value the information and advice they have about how to support their children's progress at home.

- Children's behaviour is good and appropriate to their stage of development. The childminder is a good role model. She provides the children with opportunities to share and take turns. For instance, the children wait for their friends to go down the slide. She is consistent with her behaviour management. However, she does not always make the most of opportunities that arise to teach the children about how to manage their emotions. As a result, children do not always know how they are feeling, to enable them to begin to deal with their own emotions.
- The childminder has a good understanding of how to promote children's language skills. For example, she plans activities such as using straws to blow bubbles in paint. This helps to support children to sound single words. The childminder takes time to listen to children's replies to conversations. She repeats words for young children to copy. This helps children build their vocabulary and supports them to become skilful communicators.

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:

- develop further the organisation of the learning environment to make sure children have a broad range of experiences to extend their learning
- strengthen professional development plans to help further update and extend knowledge and skills on an ongoing basis
- build on the opportunities that arise during daily routines to help children learn how to identify and deal with their emotions.

Setting details

Unique reference number	EY443133
Local authority	Surrey
Inspection number	10317352
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	15
Date of previous inspection	30 May 2018

Information about this early years setting

The childminder registered in 2012. She lives in Epsom Downs, Surrey. The childminder operates Monday to Thursday, from 7.30am to 5.30pm, for most of the year. She is in receipt of funding for free early education for children aged three years. The childminder has a co-childminder registered to work with her at the premises.

Information about this inspection

Inspector
Sara Garrity

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 showed the inspector all areas of the home and garden and explained how they risk assess the environment used by the children to ensure they are safe.
- The childminder and the inspector discussed how the childminder organises the early years provision, including the daily routines and her vision for the future of the setting.
- The inspector observed the childminder and co-childminder's interactions with children.
- A joint observation was carried out. The childminder then fed back to the inspector about the learning taking place during the activity observed.
- The inspector spoke to parents and read several letters of reference during the inspection to take into account parents' views on the service they receive.

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