

Childminder report

Inspection date:

7 November 2022

Overall effectiveness	Good
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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 arrive happily each day and are greeted warmly by the childminder. They have strong and close bonds with her. She provides them with lots of encouragement and praise, which increases their confidence and self-esteem. They settle quickly and are able to independently explore the activities. Children make good progress in their learning while they are with the childminder. She responds sensitively to children who need additional support.

Children experience a range of activities that reflect significant events, such as bonfire night and Diwali. The childminder plans regular activities outside of her home. She takes children to playgroups, which support their social skills. She quickly identifies gaps in their experiences and looks to fill these. For example, they regularly go to feed the ducks, go on nature walks and visit the local farm.

Parents are very happy with the care their children receive. They describe her as a 'superstar childminder' and enjoy the daily communication they receive. Parents comment that their children increase in confidence and social skills while with the childminder. They feel their children are happy and safe and would highly recommend the childminder.

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

- The childminder has strong partnerships with parents. She works effectively with parents when children need additional support with their learning. This ensures children benefit from a consistent approach.
- The childminder has good links with local schools that help children to have a smooth transition. She helps prepare children well for moving on to school or nursery. She uses activities that are motivating to teach children new skills. For example, they recently made rockets for bonfire night, which encouraged mark-making and fine motor skills to support them in readiness for writing.
- The childminder is a good role model for children's speech and language development. She models language and uses thoughtful questioning to extend children's learning. Children are confident to talk with the childminder as well as their peers.
- Children develop strong bonds with their peers. They are kind and caring towards each other, they share toys and take turns well. Parents comment on the wonderful friendships their children make during their time with the childminder.
- The childminder supports children to develop independence skills. For example, they have recently become confident in putting their shoes on before going out for the day. Children are encouraged to make choices throughout the day, which also supports their independence. For example, they choose which fruit they

would like at snack time.

- Children show good levels of focus when participating in both adult-led and self-chosen activities. However, at times, they become distracted by background noises in the room, such as the television. This interrupts their concentration, and they are not always able to sustain their interest in activities.
- The childminder supports children to learn new concepts through play activities. She talks about 'big' and 'small' when the children are playing with animals. Children then begin to sort the animals into groups that reflect these concepts. She uses questions effectively to support children's learning. For example, she asks the children 'where does the shark live?' which then prompts a discussion about which animals live in the water.
- The childminder plans activities to give the children a range of different experiences. She uses activities to introduce new vocabulary. For example, as part of a Remembrance Day activity, she uses the words 'poppy', 'soldier' and 'remembering'. Children then begin to use these newly-introduced words more independently.
- The childminder adapts activities according to children's preferences. For example, if a child does not like getting messy, she will offer a paint brush instead of hand printing. However, at times, she does not utilise a range of resources to further extend and deepen children's learning and understanding, such as through the use of books to support her activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and indicators of abuse and knows what action she must take if she is concerned about a child's welfare. She completes training courses that help to update and extend her safeguarding knowledge. The childminder is knowledgeable about issues that can affect children, such as county lines and female genital mutilation. The childminder's home is safe and secure. She carries out regular risk assessments, especially when on trips outside of the house.

What does the setting need to do to improve?

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

- strengthen knowledge and understanding of how to plan activities to extend children's learning even further
- review and improve the organisation of the home environment to reduce distractions and further support children's listening and attention skills.

Setting details

Unique reference number	EY482902
Local authority	Surrey
Inspection number	10228962
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 8
Total number of places	4
Number of children on roll	4
Date of previous inspection	14 November 2016

Information about this early years setting

The childminder registered in 2014 and lives in Epsom, Surrey. She operates all year round, from 8.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children. She has a qualification in childminding.

Information about this inspection

Inspector

Amy Fleming

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 inspector read and considered written comments from parents during the inspection.
- The inspector observed the quality of interactions between the childminder and children, and assessed the impact of these on children's learning.
- Some documentation was checked, such as first-aid certificates and confirmation of safeguarding training.

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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