

# Childminder report

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Inspection date: 17 August 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children are happy, and confident in this safe and secure setting. Daily checks help to ensure that resources are safe for children to use. They engage with adults and have warm and trusting relationships with the childminder.

Partnerships between the childminder and parents are strong. Parents say they are confident their children are safe and happy in the setting. They say they help to establish what children know and can do when they join the childminder's setting. Parents receive regular updates and know what their children's next steps are. Parents say they are given advice and ideas about how to help their children at home.

Children develop mathematical skills well. They understand how to count and use mathematical language accurately. For instance, children complete number puzzles, understanding that nine is one less than ten and that four is one more than three. They can recognise numbers out of sequence, correctly naming the numbers on the clock.

Children are happy and enjoy their time at the setting. They confidently choose their own resources and lead their own learning. For example, they excitedly run round the garden, blowing and chasing bubbles.

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

- The childminder knows what children's starting points are. She is clear about what she wants children to learn, plans suitable activities, monitors the progress children make and uses the information to plan further learning experiences. Children demonstrate positive attitudes to learning and make good progress, overall. Occasionally, the childminder does not skilfully question children to fully support their thinking skills or further extend their learning.
- Learning is effective. Children remember that the slugs and snails ate the sunflowers and strawberries they planted in the garden. As they complete 'People Who Help Us' puzzles, they recall that they often waved to the firemen as they drove by.
- The childminder supports children's early writing skills effectively. For example, she helps children to strengthen the muscles in their fingers as they manipulate modelling dough to create minibeasts. Children use the photographs they have taken to concentrate on, and carefully observe, the characteristics of the creatures. Using the photographs to refer to, they carefully shape the dough to create bees with black and yellow stripes, worms, caterpillars and snails. Sometimes, the childminder does not give children time to respond to her questions before providing an answer.
- The childminder helps to support children to make links in their learning and to

be creative. For example, she encourages children to make an indoor garden, using logs, pieces of fake grass, stones and plants. Children carefully place their dough minibeasts in the garden.

- Children enjoy looking at books and understand that print moves from left to right. They can turn the pages carefully. Children recall the rhyming words from familiar stories and begin to recognise the initial sounds in some words, such as ambulance. Children demonstrate an expanding vocabulary. For instance, they talk about a dominant creature as being 'the strongest'. They explain what they observe clearly. For example, they refer to the sting of the bee, saying 'bees have stingers but when they use their stinger, they die'.
- The childminder is reflective about her practice and is keen to further improve her knowledge and skills. She has completed a range of training webinars, such as in speech and language, and this helps her to support children's progress.
- Children behave well. They use simple tools responsibly and independently, cutting up their own fruit at snack time. Children understand and follow established routines, such as removing shoes to come indoors. They wash their hands thoroughly before eating. This helps them to learn and understand good hygiene practices.
- There are strong links between the childminder and other settings children attend. For example, the childminder discusses children's learning and progress with their nursery key workers, shares reports and assessment information. This helps to support a constancy in children's learning and care.
- The childminder provides children with a healthy diet and supports them in understanding which foods will help to keep them healthy. Children chat enthusiastically about the fruit and vegetables they eat, describing strawberries and plums as being 'juicy'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of her responsibilities in keeping children safe from harm. She knows the signs that may indicate a child is at risk of radicalisation. The childminder has a good understanding of how to recognise symptoms of a child at risk of danger. In all instances, she knows who to inform, and the procedures to follow, if she has any concerns about a child's safety or welfare. The childminder knows what she should do if an allegation is made against her or a member of her family.

## What does the setting need to do to improve?

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

- use a greater range of questioning skills to help support children's critical thinking and further extend their learning

- allow children more time to process their thoughts and make a response to questions, before providing an answer.

## Setting details

<b>Unique reference number</b>	EY558933
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10190695
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She lives in Dorking, Surrey. The childminder works Monday to Friday throughout the year between 7.30am and 6pm. The childminder receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jill Thewlis

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The childminder took the inspector on a learning walk and explained the learning she planned behind the educational programmes on offer.
- At suitable times during the inspection, the inspector spoke to parents and children and took their views into account.
- The inspector observed the childminder interact with children and discussed the learning that took place.
- The childminder explained her role in safeguarding children to the inspector.
- The inspector viewed a range of documents relating to suitability, safeguarding and record keeping.

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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