

Childminder report

Inspection date: 1 December 2021

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

What is it like to attend this early years setting?

The provision is good

The childminder works very closely with families and gets to know children well. Children form close relationships with the childminder, which enables them to settle quickly into her care. Children demonstrate that they feel safe and happy. Young children show a strong sense of belonging in the setting. They independently move around the childminder's home and make choices about what they want to do. Children take the lead in their chosen play and show positive attitudes to learning. For instance, they concentrate as they play various musical instruments.

Children are well behaved and listen carefully to the childminder. They are kind to each other and are able to follow instructions. Children know the routine well and understand what is expected of them. For example, before snack time, they learn that they need to wash their hands. This helps younger children to learn the importance of good hygiene.

Children develop a keen interest in exploring books and learn to make marks from an early age. The childminder ensures that books and mark-making materials are easily accessible for children. For example, children choose their favourite stories and snuggle in when listening to the childminder read. This helps to keep them engaged and focused.

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

- The childminder provides children with a broad and balanced curriculum which follows their interests and builds on what they already know and can do. For example, she follows children's interest in diggers to set up activities which extend their language and mathematical skills. Children scoop up mud, using small toy diggers.
- The childminder teaches children the appropriate mathematical language of size and shape. For example, at snack time, the childminder helps children to count as they cut their banana. Furthermore, children count numbered snowflakes and sing nursery rhymes that are based on numbers. This helps young children to develop their understanding of mathematical concepts.
- When children start at the setting, the childminder assesses their development. As a result of the COVID-19 pandemic, she noticed gaps emerged in some children's learning. She works hard to help children where they may need any additional support.
- Overall, the childminder supports children's language and communication skills well. She speaks clearly and holds conversations with children. The childminder helps to extend young children's vocabulary. She introduces unfamiliar words, such as 'smooth' and 'scoop', as children explore different activities. However, at times, the childminder does not leave children enough time to think and

respond. She sometimes asks too many questions in quick succession.

- The childminder promotes healthy eating and ensures that children have regular exercise. She recognises that children benefit from social interactions and plans experiences to support this. For example, children have plenty of visits to the local parks and toddler groups.
- Since the COVID-19 pandemic began, the childminder has put extra safety measures in place. Currently, parents do not enter the house to minimise spread of the virus. However, the childminder still maintains effective communication with parents. For example, she updates parents outside on collection and shares information about children's day using electronic communications.
- The childminder has continued her professional development. For instance, she liaises with other childminders and completes online training courses. This helps her to gain ideas of activities to provide for children. However, the childminder has recently evaluated her training. She recognises the need to seek out further training to precisely focus on learning and development in younger children and extend her skills even further.
- Partnership with parents is strong. Parents speak highly of the childminder and state that she is warm and attentive. Parents compliment the childminder on how their children benefit from their time at her setting. They recognise and praise the progress their children make in their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed relevant training to ensure that her safeguarding knowledge is kept up to date. She has a secure understanding of how to keep children safe from harm. She recognises the possible signs that a child may be at risk of being exposed to extreme views and behaviour. The childminder knows how to raise her concerns and who to raise her concerns to. She is aware of how to deal with complaints and accusations against herself and other members of her household.

What does the setting need to do to improve?

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

- give all children the time and opportunity to respond to questions asked, to support their critical-thinking skills even further
- identify precise training and development needs, to help strengthen knowledge and raise the quality of the provision to an even higher level.

Setting details

Unique reference number	EY561597
Local authority	Surrey
Inspection number	10191048
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Ashted, Surrey. She operates all year round from 8am to 6.30pm, Monday to Thursday.

Information about this inspection

Inspector
Kelly Lane

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 her evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living on the premises.
- The inspector reviewed written feedback which parents sent to the childminder.

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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