

Childminder report

Inspection date: 19 January 2022

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

Children show that they feel settled and secure in this child-centred, welcoming home. They build trusting relationships with the attentive childminder. Children happily choose what toys to play with and the childminder follows their lead. They confidently ask for help if needed and are keen to include the childminder in their play.

The childminder talks to young children as they explore the textures of sand together. She repeats words that they attempt to say and she demonstrates how to make items with the sand. This helps to support children's emerging communication and language skills. Children enjoy dancing and singing along to nursery rhymes. They show that they are confident when they ask for their favourite ones to be played.

Children are helped to be kind and respectful towards each other. They respond well to the childminder, who is a good role model. The childminder has clear rules and boundaries in place so that children know what is expected of them. For example, she encourages children to remember to say 'please' and 'thank you' as they play and at mealtimes. Children eagerly help to tidy activities away before they have lunch, and show how they are developing independence when they help to lay the table.

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

- The childminder effectively uses her experience to extend children's learning. She knows the children well and plans a good range of activities and experiences for the children. For instance, children enjoy discovering how ice can form overnight and how it melts. The childminder skilfully followed the children's interests to help them to learn about animals who live in colder climates, such as penguins and polar bears.
- Since the COVID-19 pandemic, the childminder has reduced the time parents are in the setting. She shares information with them in a variety of ways, such as by telephone and using a display board that is placed outdoors.
- Parents speak highly of the childminder. They say that their children love coming to her home. The childminder offers advice and support about children's care needs as well as their general development. However, she does not consistently share specific ideas with parents in order to further extend children's individual next steps for learning at home.
- The childminder reads stories every day and commentates on the play of younger children. She repeats their speech back clearly. This helps children to understand how to say words correctly. During play with bricks, the childminder introduces new words, such as 'reflections', and explains what they mean. This

builds on children's vocabulary.

- Children learn about numbers, colours and shapes. They are starting to use mathematics during their play and routines. For example, they count the fruit that they have on their plates and describe round bricks as a 'circle' shape.
- The childminder helps children to understand what makes them unique. For example, she uses mirrors and family photographs to help children learn about similarities and differences. The childminder helps children to make cards to present to their families on special occasions. This helps to promote their self-esteem and deepens their understanding of what makes them special.
- Children learn about the natural world. They have access to a safe enclosed garden where they can be active and develop their physical skills. Children enjoy ball games and imaginative play in the pretend kitchen. They benefit from a wide range of trips and outings to places of interest in their local community. For example, they go to nearby woodland and parks, where they enjoy exploring and developing their physical skills, such as climbing.
- The childminder encourages children to lead a healthy lifestyle and to be independent. For instance, she talks to children about how the fruit that they are eating is good for their bodies and gives them the energy to play. Children know where to find their coats and shoes when they need them.
- The childminder is keen to extend her knowledge further about children's learning and development. She implements ideas gained such as playing spinning games with children that link to their interests and how they prefer to learn.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to keep children safe. She attends regular training to keep her child protection knowledge up to date. The childminder is aware of the indicators that may suggest that a child is at risk of harm. She also knows about wider safeguarding issues, such as protecting children from extreme views. The childminder is confident about how to report any concerns. Children learn how to keep themselves safe. This is evident when the childminder explains what might happen if they throw balls indoors. The childminder carries out risk assessments and is always vigilant about children's whereabouts.

What does the setting need to do to improve?

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

- enhance the good partnerships with parents in order to further support, complement and extend the children's individual interests and learning at home.

Setting details

Unique reference number	EY563725
Local authority	Surrey
Inspection number	10191161
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	5
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Fetcham, Surrey. She provides care for children Monday to Thursday from 7.30am to 6pm all year round, except for family and public holidays. The childminder holds a relevant childcare qualification.

Information about this inspection

Inspector

Maura Pigram

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector talked to the childminder and children at suitable times throughout the inspection.
- The childminder and the inspector completed a joint observation together and discussed the impact on children's learning.
- The inspector read through written feedback left by parents and took account of their views.
- The inspector observed activities and the childminder's interactions with children throughout the inspection.

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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