

Childminder report

Inspection date: 8 February 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Met
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What is it like to attend this early years setting?

The provision is good

The childminder offers a welcoming and homely environment where children feel happy, safe and secure. Children have very close and trusting bonds with the childminder, who has a caring and friendly manner. She closely observes children and picks up on any changes in their behaviour, for example if they feel unsure when there are unfamiliar noises such as drilling or new visitors to the home. Children grow in confidence through the childminder's reassurance and praise.

Children make good progress in their learning and development. The childminder continually talks to them. She describes what children are doing and introduces new words to help increase their vocabulary. This helps to support children's communication and language skills. For instance, as children show an interest in numbers, the childminder provides numeral puzzles to help support their early mathematical skills. This prepares them well for the next stage in their learning.

Children are provided with a good variety of play and learning experiences. They behave well and respond positively to praise and encouragement. Children enjoy playing with farm animals. They make animal sounds and handle the toys well. Children jump with excitement as they find the hidden animal behind the door in the 'peekaboo' book.

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

- The childminder provides a safe and cosy environment for children to play in. She is kind and caring. Children go to her readily for cuddles and sit on her lap for reassurance. They share books and giggle together at the pictures.
- The childminder plans stimulating activities which are closely linked to children's interests. However, she steps in rapidly to direct learning rather than letting them explore and take risks in their play. For example, when matching animal cards, the childminder models what to do, rather than allowing children to find out for themselves.
- Young children's communication is developing well. They listen and show their understanding as they follow the childminder's instructions. The childminder is chatty, and lovely conversations develop between her and the children. She listens to them and gives them time to think and respond. Children's confidence grows and they eagerly try out and copy new words they hear.
- Partnerships with parents are good. When children start, the childminder gathers a range of information to develop an understanding of children's individual care needs, routines and stage of development. She uses a range of methods to keep in contact with parents, such as verbal feedback and sharing photographs. Parents' written comments state that they feel well informed about their children's learning and progress.

- The childminder provides a broad curriculum, and children access a wide range of resources. She makes regular observations and assessments of children's learning to ensure they make good progress. However, the childminder does not always ensure her planning for children's next steps in learning is sharply focused, to help them achieve at the highest level.
- The childminder uses her membership of childminding associations to undertake a range of training. She focuses on the changing needs of the children in her care. The childminder links with other childminders to share good practice and gain new ideas to help develop her provision.
- The childminder promotes children's healthy lifestyles well. She takes them on trips in the local community, for example to toddler groups, the library, local parks and soft play. Children enjoy home-cooked food and fresh fruit for snack. The childminder encourages them to follow good hygiene routines, such as regularly washing their hands.
- The childminder provides a variety of play experiences for children which support their unique interests and abilities. She recognises when they need more support to help them persevere when learning is more difficult. This successfully encourages children to keep trying, as they confidently master new skills. The childminder promotes diversity and inclusion with the children. For instance, they have opportunities throughout the year to learn about and to explore different cultural festivals, such as Chinese New Year.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs and symptoms that indicate a child may be at risk of harm, including signs of wider safeguarding concerns, such as the 'Prevent' duty. She has a secure understanding of child protection issues and a thorough awareness of how to report concerns to protect children's welfare. The childminder keeps her knowledge current through online updates and training. She ensures that her provision is safe and secure, and she closely supervises children. The childminder undertakes regular checks of all areas and uses equipment such as safety gates to restrict young children's access to areas of higher risk.

What does the setting need to do to improve?

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

- allow children opportunities to explore resources and take risks in their learning before stepping in
- refine the planning of children's learning to help incorporate their next steps for learning more consistently into their play.

Setting details

Unique reference number	EY465979
Local authority	Surrey
Inspection number	10132637
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 8
Total number of places	3
Number of children on roll	3
Date of previous inspection	22 April 2016

Information about this early years setting

The childminder registered in 2013. She lives in Leatherhead, Surrey. The childminder operates each weekday from 7.30am to 6pm all year round, except on bank holidays. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Amanda Harrison

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 and assessed the impact this has on children's learning. She held discussions with the childminder to understand how the early years provision and curriculum are organised.
- The inspector took account of the views of parents through written documentation.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of people living in the household.
- The childminder took part in a joint observation with the inspector.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.

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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