

Childminder report

Inspection date: 11 March 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children flourish in this inviting and stimulating learning environment. They feel valued as the childminder supports their self-esteem and confidence through her caring approach. Children make good progress from their starting points and are excited about learning. They choose from a range of resources that match their needs and interests. For example, children happily engage in a home-made matching game to learn new words from a story, such as 'passion fruit' and 'guava'.

The childminder knows children well. She sensitively shares her high expectations with them, which helps children behave well. Children learn about environmental issues as they actively participate in a community litter-picking project. They talk excitedly about this and show good understanding of how the litter may harm animals. They have many opportunities to explore the local area, such as regular visits to the local library.

Children acquire new learning with ease and apply their knowledge in different situations. For example, when they play with magnetic shapes, older children understand that magnets 'attract' and 'repel' and use this knowledge to build a stable structure.

The childminder ensures good hygiene practice is followed. For instance, children learn to cover the mouth when a person coughs, to stop germs spreading.

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

- The childminder has a good understanding of how children learn. She focuses on promoting children's spoken language. The childminder responds to young children when they babble in their play. She encourages them to use simple words, such as 'up' and 'down' when they open and close a lid on a box. Older children speak in full sentences and use exciting vocabulary, such as 'massive' to describe size.
- The childminder is skilful at using opportunities to develop children's mathematical understanding. She supports children to correct themselves. Children practise how to count correctly as they touch each object one by one. They also confidently identify and name shapes in the environment and know a pentagon has five corners.
- The childminder actively guides children's thinking skills to enable them to solve a problem. Children are encouraged to test out their ideas. For instance, children build a train track and extend it off the table where it is left suspended without support. They find ways to stabilise the structure to prevent it from collapsing to the floor.

- The childminder regularly monitors children's progress, which helps her to identify and plan for their next steps in learning. Parents receive information about their children's progress and are encouraged to share what they do at home. This promotes the close partnership between the home and setting. However, the childminder does not always gain information from other settings that children are attending, including schools where children may move to next. This affects children's continuity in learning.
- Children develop a love for reading. The childminder brings stories to life and uses interesting props. This helps children's recall of a story. For instance, children place animals from 'Handa's Surprise' in sequence as they appear in the book. The childminder also uses books to raise awareness of the world. Children learn to talk about differences in other cultures. For example, they identify clothing worn by people in Kenya. This helps prepare children for life in modern Britain.
- Children show a keen interest in the range of play opportunities on offer. Younger children display a willingness to climb and develop physical control. Older children enjoy activities such as drawing and cutting. They develop good control as they hold a pencil correctly and cut with scissors accurately.
- The childminder monitors the quality of education and care effectively. She keeps up to date with current matters through local network groups. The childminder has a clear vision for improvement and has highlighted training to support children's learning further.
- The childminder's key priority is to keep children safe and secure. She ensures she is always close by, which makes children feel comfortable to take appropriate risks safely. This helps build children's confidence, resilience and independence. The childminder encourages children to identify potential risks. For example, children hold onto the pushchair handles when they go outdoors for a walk.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to protect children from harm. She attends regular child protection training to keep up to date with safeguarding matters. The childminder knows the signs and symptoms that might lead to a concern about a child's welfare, including exposure to extremist views. She has appropriate procedures in place should she need to report any concerns of this nature. The childminder carries out daily risk assessments indoors and outdoors to ensure the environment is safe and secure.

What does the setting need to do to improve?

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

- strengthen links with other settings that children attend, including schools where they move to next, to support children's continuity and learning further.

Setting details

Unique reference number	EY483887
Local authority	Surrey
Inspection number	10228975
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	6 September 2016

Information about this early years setting

The childminder registered in 2014. She lives in Redhill, Surrey. The childminder operates all year round, for three days a week, from 7.30am to 6pm. She holds a recognised early years qualification at level 4. The childminder provides free early years funding for three- and four-year-old children. She also cares for older children during out-of-school hours.

Information about this inspection

Inspector
Sonia Panchal

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector, verbally and in written form.
- The childminder provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022