

Childminder report

Inspection date: 7 April 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	Not applicableNot applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy and they flourish in the childminder's care. They enjoy warm relationships and instinctively approach her for reassurance and cuddles. Children are familiar with the routines in place. This enables them to settle well. They engage in a wide range of interesting and well-planned activities. Children are able to independently choose resources, due to effective organisation of the environment. This helps to promote their autonomy.

Children demonstrate high levels of engagement and a 'can-do' attitude to learning. They are intrigued with their caterpillar garden, and can explain that the caterpillars will turn into butterflies. Children show good recall when they tell the story of 'The Hungry Caterpillar', using the book as a prompt. The childminder extends their learning with linked activities. Children use their fine motor skills to cut up different fruits, as depicted in the story. Children's early literacy skills are developing well. They choose their favourite stories and bring books for the childminder to read. They also take books into the cosy tent to 'read' to their doll.

Children's behaviour is very good and they show care towards one another. They learn how their behaviour affects others. For example, children follow cues to use their quiet voices when others are waking from their sleep.

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

- The childminder plans a curriculum based around children's individual needs and interests. She provides a wide range of activities and experiences to promote children's all-round development. Children engage in adult-led activities and enjoy opportunities to play independently.
- Regular outings to the library, park and National Trust gardens contribute to children's well-being. They develop a sense of adventure as they learn about the world around them. Children practise their physical skills when they run, climb and explore. The childminder makes good use of the limited outdoor space at home. A new mud kitchen outside increases the opportunities for outdoor play.
- The childminder is thoughtful in her communication and, overall, she supports children's language development well. For instance, she provides a narrative as children play. The childminder asks open-ended questions to encourage children's thinking and recall. At times, she moves the conversation on too quickly. As a result, children do not always have enough time to think and respond.
- The childminder has effective systems in place for communicating with parents. She obtains information about children's prior learning and experiences which she uses to inform her planning. The childminder tracks children's progress regularly to help identify and swiftly action any emerging gaps in their learning.

She shares regular updates with parents, including the progress check report at two years. The childminder liaises with other settings the children attend to achieve consistency in their care and learning.

- The childminder supports children through routine transitions and follows their individual care routines. Children enjoy healthy meals and snacks, and learn about which foods are good for them. The childminder encourages children to have regular drinks of water, so they remain hydrated. She is vigilant about safety, and meticulously adheres to children's individual dietary needs. The childminder directly supervises children at mealtimes to ensure their safety.
- The childminder knows the children extremely well and has high expectations for their development. Her intent is to provide children with a wide experience that gives them the best foundation for the next stage in their learning. Planning takes children's individual needs, abilities and interests into account. For example, careful planning for children's personal, emotional and social development helps children to build friendships. Consequently, young children who have had little contact with others, due to the pandemic, settle really well. The childminder's approach helps to ensure all children are fully included.
- The childminder keeps her knowledge and skills up to date through attending regular training. She has completed a variety of courses, including training in paediatric first aid and autism awareness.
- Parents report that they are 'extremely happy' with the care and education their children receive. They say their children always come home with a smile.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has clear understanding of child protection matters, including her responsibility to safeguard children. Regular training helps her to keep up to date with wider safeguarding issues, such as child exploitation and domestic violence. The childminder has a safeguarding policy in place, which she shares with parents. She knows what to do if she has a safeguarding concern and who to report it to. The childminder is aware of the significant events that are notifiable to Ofsted. She carries out regular risk assessments to minimise risks in the environment and on outings. Required records are maintained well, including accident records.

What does the setting need to do to improve?

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

- encourage children's communication by increasing the use of open-ended questions to build conversations
- give children more time to think about and respond to questions.

Setting details

Unique reference number	EY562386
Local authority	Surrey
Inspection number	10233328
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicableNot applicable

Information about this early years setting

The childminder registered in 2018 and lives in Warlingham, Surrey. She operates Monday to Friday throughout the year between 7.30am and 6.30pm. The childminder is registered for free early years education funding for two-, three- and four-year-olds.

Information about this inspection

Inspector

Lizzie Mackey

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 their evaluation of the setting.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector observed the quality of education provided and assessed the impact on children's learning.
- The inspector took account of written reviews provided by parents.
- The inspector sampled required records and some policies.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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