

Childminder report

Inspection date: 23 February 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	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and welcoming environment where children feel safe and happy. As a result of the COVID-19 pandemic, the childminder has adapted her settling-in sessions to meet children's emotional needs. This has helped children settle in well and form secure attachments with the childminder. Overall, the childminder makes activities exciting and engaging for children. She is able to identify when children start to lose concentration and will change the activity to reignite children's interest. For example, children play instruments and copy the sounds that farm animals make during song times. The childminder fosters children's love of reading and sharing favourite stories. Children enjoy sharing stories which have rhyme and repetition to support their growing vocabulary skills.

Children enjoy being independent, particularly during self-dressing routines or when choosing favourite activities. They learn about good hygiene routines to help maintain their physical health and well-being. Children benefit from opportunities to learn about the local area they live in, such as visits to the library, the park and the farm. Children behave well and learn how to play cooperatively with their friends. For instance, children enjoy games like 'hide and seek'.

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

- The childminder's teaching is good. She knows the children well and builds on their interests to deliver fun and stimulating activities. The childminder weaves learning within activities, to suit the differing ages of children she cares for. For instance, toddlers learn to match coloured socks as they play a game together.
- The childminder supports children's growing vocabulary skills well. She introduces new words and pronounces them clearly for children to hear. For instance, as she shares stories with children, she teaches them the names of new fruits such as the watermelon. Overall, children make good progress in their communication skills. However, sometimes the childminder does not adapt the language she uses when talking to older children to help them speak more consistently and make the best possible progress in their language skills.
- Partnerships with parents are strong. Parents speak very highly of the childminder and feel part of the family. They appreciate the regular updates shared by the childminder on the children's daily experiences and their development. Parents describe 'children thriving in the childminder's care and are inspired by what she has on offer'. These strong partnerships encourage parents to provide similar resources which children enjoy at home, for example, a role play kitchen. This contributes to children's emotional well-being.
- Children make good progress in their physical skills. Babies develop confidence in their growing abilities. For instance, they learn how to pull themselves to

stand as the childminder offers support and encouragement. Older children benefit from opportunities to coordinate their movements. For example, the childminder teaches them yoga as children learn how to balance or play ball games.

- The childminder has high expectations of children's behaviour and conduct. She reminds children of how to interact with others and this helps children in developing a sense of right or wrong. She is able to identify when children struggle with regulating their behaviour and offers them sensitive support. Children behave well and learn to take turns and share with their friends.
- The childminder is a reflective practitioner and recognises the importance of developing her practice. She recognises where she would like to enhance her knowledge and understanding. However, the childminder has not considered how she can gain skills and knowledge that will be the most useful in helping her support children in making the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

The arrangements for safeguarding are effective. The childminder ensures her training is kept up to date. The childminder understands her role and responsibilities to safeguard children. She recognises signs and symptoms that may indicate a child is at risk of harm or abuse, including wider safeguarding issues such as the 'Prevent' duty and female genital mutilation. The childminder has procedures in place to report any concerns about a child's welfare to keep them safe. She ensures all adults are suitable and have completed the relevant checks. The childminder knows what action to take if an allegation is made and how to report this to the relevant agency. The childminder risk assesses well to remove or minimise any potential hazards to ensure that children play in a safe learning environment.

What does the setting need to do to improve?

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

- enhance how support is provided to enable children to communicate their wants, needs and wishes more consistently
- focus professional development more precisely on gaining skills and knowledge that can be used to enhance the support for individual children's learning, based on their particular needs.

Setting details

Unique reference number	EY381292
Local authority	Surrey
Inspection number	10108702
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	0 to 2
Total number of places	5
Number of children on roll	5
Date of previous inspection	8 May 2015

Information about this early years setting

The childminder registered in 2008 and lives in Chipstead, Surrey. The childminder provides care for children Monday to Thursday from 7am to 6pm, for most of the year. The childminder holds an appropriate childcare qualification at level 3. The childminder sometimes works with an assistant.

Information about this inspection

Inspector

Shona Allerton

Inspection activities

- This was the first routine inspection the provider 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 provider.
- 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.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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