

Childminder report

Inspection date: 14 June 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

Children benefit from the wide range of resources available to them. The childminder plans an ambitious curriculum, aiming to give children a variety of experiences and opportunities in the learning environment. This helps children to make good progress. Children work together with their friends to complete puzzles. They are confident to express themselves and ask for help if needed. For example, when they do not want to be squirted with water, they ask their friends to stop. Babies and children demonstrate that they feel comfortable and safe in the home-from-home environment the childminder has created. They have plenty of opportunities to be outside in the fresh air in the stimulating garden.

Children learn through experimenting and exploring. They use pipettes and measuring spoons to add water to coloured ink and watch with fascination as the water changes colours. Children mix the coloured water together in test tubes. They turn to the childminder and excitedly ask, 'What is happening?' The childminder challenges children's thinking through her use of questioning. Children carefully empty and fill containers. They learn to problem-solve as they try and suck up the water in the pipette. This helps to develop their small-muscle skills ready for writing.

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

- Children learn to be independent. For instance, they use safe knives to practise chopping up their own strawberries. The childminder teaches children about good oral health. Children pretend to brush sugar off model teeth using toothbrushes and toothpaste. This gives them the skills they need to manage their own future personal hygiene.
- The childminder has undertaken training to further her knowledge in supporting children's communication and language. For example, she has completed training on interacting with children which has led to her being aware of the time children need to respond to questions. However, she has not yet focused her professional development to develop her skills in supporting children with special educational needs and/or disabilities (SEND).
- Parent partnerships are good. Parents regularly take their children's learning journal home. They receive information about their children's learning and development. Parents report that their children always want to stay longer at the childminder's house and describe her as 'instrumental in their child's development'.
- Babies babble enthusiastically and use their voices to capture the childminder's attention. She responds by singing familiar action songs to children. The childminder interacts playfully with the children, modelling the actions so that children copy her. Babies move their bodies to dance along to the music.

- The childminder knows the children who attend well and has identified their next steps. She provides a well-resourced environment with a variety of activities for children that cover all areas of learning. Children are confident to access the resources independently. However, children do not sustain focus and concentrate at activities for long periods. This does not allow them to practise their skills and develop their learning further.
- The childminder focuses on building children's confidence and self-esteem. She praises children for trying hard and expressing themselves. For instance, when children finish painting, she comments on the 'lovely colours' that have been used. Children relish this praise. The childminder helps children to begin to understand the language of emotion, such as 'happy' and 'sad'.
- The childminder takes children out into the community to broaden their experiences. For example, she takes children to castles and play parks. Children enjoy attending the library for a music session and to borrow books. This helps children develop good social skills and they are confident to talk to visitors.
- To keep her knowledge up to date, the childminder networks with other childminders and the local authority. She evaluates her provision, acknowledging what has worked well and what she could change to improve further.
- Children learn how to plant and grow things from seeds, such as sunflowers. They develop an understanding of how materials change. For instance, they watch sugar cubes dissolving in water. This helps children to develop a good understanding of the world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a sound understanding of how to keep the children safe in her care. Her home is well maintained and clean. She has a robust safeguarding policy in place. The childminder ensures she keeps her knowledge current by receiving regular updates from the local authority and attending training. She accesses paediatric first-aid training to help her know what to do in a medical emergency. The childminder is aware of the signs that a child may be at risk of neglect or abuse. She knows the procedures to follow to raise concerns about a child.

What does the setting need to do to improve?

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

- reflect on ways to help children to develop their attention and improve their concentration skills to enable them to engage fully
- focus professional development on improving knowledge of how to support children with SEND.

Setting details

Unique reference number	EY407882
Local authority	Surrey
Inspection number	10136599
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	27 July 2015

Information about this early years setting

The childminder registered in 2010. She lives in Lingfield, Surrey. She operates Monday to Thursday, from 8am to 6pm, all year round. The childminder holds a full and relevant childcare qualification at level 3. The childminder provides funded early education to two-, three- and four-year-olds.

Information about this inspection

Inspector

Jade Orosz

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documents on request.
- The inspector observed planned activities and evaluated these with the childminder.

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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