

# Childminder report

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Inspection date: 18 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children are happy, safe and secure. They are welcomed by the childminder with a smile. They settle quickly and know the routines well, putting their things away and choosing what they want for breakfast. They chat eagerly with each other and the childminder about the day ahead and the things that they are going to do, such as going swimming.

Children play well together, choosing what they want to play with from a wide variety of attractively displayed toys. They are eager to explore the mud kitchen, happily mixing rice and pasta and chatting together about what they are making. Children are kind to each other. They share the utensils and help each other to find different-sized bowls and spoons. They practise their mathematical skills, such as counting the different amounts of water they need for their recipes.

Children are well supported by the warm and caring childminder, who is friendly and affectionate towards them. Children have strong attachments to the childminder and this supports their emotional well-being. They are keen to share what they have made with the childminder, talking excitedly about their creations.

Children enjoy exploring the toys that the childminder has set out. For example, a younger child was engrossed in playing with the dolls, dressing and changing them and explaining that she was washing them to get them ready. The childminder played alongside her and helped her to persevere when she was undressing them, resulting in the child proudly showing how she could change a nappy.

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

- The childminder knows the children well. She identifies progress they have made and knows what she is supporting them with next. She uses children's interests as a starting point for her planning. She plans a wide variety of outings and trips to broaden children's experiences and to support their interest in the wider world. Children talk about previous visits excitedly, recalling days out to the beach and nearby parks and woodland. The childminder uses these experiences effectively to build on what children know and can do.
- Children have access to a range of toys and resources that they can access independently. These are clearly labelled and attractively set out. Children are eager to explore outside, such as playing with the mud kitchen and digging. However, outdoor opportunities are not always fully developed to challenge children's thinking and learning across the whole curriculum.
- Children have very good relationships with each other, which the childminder role models in a calm and patient manner. Children play well together. They are kind to each other and help younger children join in with their play. Children talk

and chatter together and with the childminder, who responds sensitively to their questions. This supports children's confidence and helps them gain skills for future learning.

- The childminder encourages children to be independent in a number of ways. For example, she supports a younger child to put on her shoes correctly. She offers positive praise and encouragement as she tries, building her confidence. However, at times, the childminder does things for the children that they could learn to do for themselves to help build their self-care skills, such as during mealtimes and snack time.
- The childminder encourages a love of books. There are books available for the children to access independently from the bright and attractive bookshelf. The childminder regularly attends local rhyme-time and story sessions to support children's communication and language skills, and children enjoy these.
- Parents are very happy with the childminder, particularly with her caring and supportive nature. They talk positively about the progress their child has made, especially in their personal, social and emotional development and their communication skills. Parents also share that they find the childminder friendly and approachable and are happy with the communication they receive. This helps them understand what their children have been learning and what they can do at home to support this further.
- The childminder is reflective of her practice and strives to ensure she offers quality opportunities and experiences for children. She identifies what she is working on in the future, for example, the creation of home-learning kits to support children preparing for school. She actively engages with online training to support her own knowledge and skills, and she attends local childminding groups to support her own professional development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to ensure children are safe in her setting and what she would do if she had concerns about a child. The childminder spoke confidently about the support she receives from the local authority and from her childminding network. She attends regular training to ensure she is up to date. The premises are 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:**

- extend the range of outdoor learning opportunities to further challenge children's thinking and learning across the whole curriculum
- provide more consistent support for children to develop their independence and self-care skills during everyday activities and routines.

## Setting details

<b>Unique reference number</b>	EY561389
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10191266
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 7
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She lives in Westerham, Surrey. The childminder provides childcare from Monday to Friday, for most of the year.

## Information about this inspection

### Inspector

Victoria Salisbury

### 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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to children to find out about their time at the setting.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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.

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
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