

Childminder report

Inspection date: 15 July 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder is extremely experienced and provides a warm and welcoming environment where children flourish in her care. She develops secure relationships with parents and forms close bonds with the children, which ultimately impacts on their learning and development. An effective settling-in process enables children to become familiar with the home environment, supporting their emotional well-being. The childminder knows the children well and responds sensitively to their individual needs. Children's speech and language development is thoughtfully supported using strategies to include children who are learning to speak English.

Children play together happily and join in group games using their imagination to act out past experiences. For example, children excitedly ride bikes along the garden path and around a large ornament, pretending it is a roundabout. The childminder supports the play with a traffic light, made by the children, encouraging them to stop, wait and go to extend the game and consolidate learning.

Children benefit from first-hand experiences and help to care for the animals in the home. They are taught to show care and concern for creatures and relish learning about nature. The children are provided with a cooked meal at lunchtime and the childminder teaches them how to cut their food and use cutlery. Healthy eating is promoted and good manners demonstrated.

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

- The childminder works alongside another childminder and shares the responsibility for all the children in their care. She is committed to providing the very best learning environment and wants the greatest outcomes for each child.
- Children with English as an additional language are supported with specific strategies tailored to support their age and level of understanding. The childminder uses key words with signs to engage with a child who is learning to speak English. He responds enthusiastically to being asked if he would like a drink of water, engaging with the childminder by saying 'dah' and nodding. This demonstrates he understands the question.
- The childminder keeps children safe. She makes sure children have sunscreen applied prior to going into the garden and reminds them to wear a hat. The childminder checks the garden before children go out to play to ensure it is clean and ready for them to explore safely.
- The garden area has an abundance of resources to keep children occupied. Bikes and trikes support the development of gross-motor skills. The playhouse and dressing-up clothes provide the opportunity for children to role play and used their imagination. Water play and sand provide sensory experiences for

younger children to explore and for older children to experiment with filling and pouring.

- Books and a comfortable seating area are available inside and in the garden area. Children independently select books and read them with adults to support literacy skills. However, the childminder does not always recognise opportunities to capitalise on children's interest in books to introduce new, exciting words and extend vocabulary to support future reading skills.
- Children enjoy playing and speaking with adults. They share their ideas during games and enthusiastically join in with singing songs.
- Maths activities are available throughout the provision. The children select shapes and post them in a box. The childminder supports the children to learn mathematical language by helping them name each shape and repeating the word clearly.
- The children listen well and consistently follow instructions. However, they do not receive consistent guidance to help them develop independence in health and hygiene routines, to support future transitions and life skills.
- Parents provide positive feedback and speak very highly of the care provided by the childminder. They describe the setting as home-from-home and praise the continued dedication to her provision. Written records are shared with parents to keep them informed of their child's progress. Some families have used the childminder over several years with older children and are extremely happy with the care provided. They are very thankful for the support they received during COVID-19 pandemic and grateful that the childminder is flexible when required.
- The childminder constantly evaluates practice with her co-childminder and is committed to the continuous development of her setting to reach her goals.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure knowledge of safeguarding practice. She has firm procedures in place to keep children safe and knows how to make a referral if necessary. The childminder knows the signs that a child could be at risk of harm and how to record and report her concerns. The play environments are kept clean and secure and outings are risk assessed. Information of children's allergies and intolerances are obtained and procedures followed to meet all dietary needs. A paediatric first-aid course and safeguarding course has been completed.

What does the setting need to do to improve?

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

- provide more support for children to develop independence in their hygiene and self-care routines
- extend further the support for children to develop a rich vocabulary.

Setting details

Unique reference number	121580
Local authority	Surrey
Inspection number	10237330
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 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	13 June 2018

Information about this early years setting

The childminder registered in 1995 and lives in Redhill, Surrey. She operates from Monday to Friday, all year round between 8am and 6pm. The childminder works with a co-childminder. She receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Smith

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 provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having 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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