

# Childminder report

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Inspection date: 21 July 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### **The provision is good**

Children are clearly happy and settled in the childminder and her assistants' care. Children show they feel safe and secure as they approach them for reassurance, and snuggle in to share stories.

Children enjoy a wide variety of opportunities and experiences that the childminder provides to support their learning. They enthusiastically explore the stimulating learning environment, discovering dinosaurs, enjoying water play and experimenting in the mud kitchen. Children are confident and freely make choices about what to play with and where to play. They demonstrate they know the boundaries and expectations, asking, for instance, to use the climbing wall. Children show determination as they try and climb to the top of the wall. They show they are proud of their achievements and beam with pride. Children are self-motivated to play and learn.

Children benefit from the calm and positive role modelling the childminder and her assistants provide. They are learning to take turns and share resources, for example, and develop good manners. Children play cooperatively and communicate effectively to each other. They are learning many skills to support them to move on to the next stage in their education.

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

- The childminder has clear aims for children in her care. She hopes they will develop life skills, such as being interested and willing to have a go. This is clearly seen, for instance, as children are engaged in their play and learning.
- The childminder and her assistants know the children they care for well. They know what children like to do and use this knowledge to plan activities that excite and engage children. Children delight in playing with water and mud, for example, learning about quantity as they pour and transfer between containers.
- The childminder and her assistants support children to develop their communication skills. They repeat back what children say and introduce them to new words as they play, such as 'camouflage' and 'collaborative.' However, at times, the childminder and her assistants do not explain the meaning of these new words. This limits children's understanding of new vocabulary and the ability to use the words as they play.
- The childminder provides children with a range of nutritious meals and snacks. Children enjoy helping prepare food for their friends to eat. The childminder uses opportunities to introduce children to mathematical concepts in a meaningful way. They learn about halves and quarters, for example, as they cut up strawberries.
- Children take part in activities to help them to make choices. For example,

children prepare their own pizza for lunch, making decisions about what to add on top. They take pride in their pizzas and clearly enjoy eating them. The childminder helps children recall how they made their pizza, supporting children to think and explain.

- The childminder supports children's physical development well. Children challenge themselves to climb the slide and travel down in different ways. They build ramps and balance confidently. The childminder uses opportunities to talk to children when they are hungry about using lots of their energy playing. Children are learning about developing a healthy and active lifestyle.
- Generally, the childminder and her assistants support children's independence well. However, occasionally they complete tasks that children could manage themselves. This does not fully support children to be as independent as possible in all they do.
- Children benefit from going on outings with the childminder and her assistants. They visit the farm, woods and local parks, for example. Children have the opportunity to play with others, such as when they attend social groups. Children are learning about the wider world in which they are growing up.
- The childminder builds positive partnerships with other settings children attend and external professionals working with children. This helps to provide high levels of consistency for children's care and learning.
- Parents comment very positively about the breadth of activities their children enjoy at the childminder's setting. They report that their children have grown in confidence since being in the childminder's care.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder follows a safe recruitment process to ensure her assistants are suitable to work with children. She has robust systems in place to make sure they are effective in their role to support children's learning. The childminder and her assistants understand their role to keep children safe and promote their well-being at all times. They know about indicators of possible abuse and the process to follow to report any concerns they have about children. The childminder and her assistants make sure the learning environment is clean and safe for children to play and learn in.

## What does the setting need to do to improve?

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

- consistently explain what unfamiliar words mean to support children's language development even more effectively
- provide further support to help children develop even stronger independence, such as in meeting their own self-care needs.

## Setting details

|                                                    |                                                     |
|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | EY364593                                            |
| <b>Local authority</b>                             | Surrey                                              |
| <b>Inspection number</b>                           | 10074030                                            |
| <b>Type of provision</b>                           | Childminder                                         |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Childminder                                         |
| <b>Age range of children at time of inspection</b> | 1 to 8                                              |
| <b>Total number of places</b>                      | 12                                                  |
| <b>Number of children on roll</b>                  | 21                                                  |
| <b>Date of previous inspection</b>                 | 13 April 2016                                       |

## Information about this early years setting

The childminder registered in 2007. She lives in Leatherhead, Surrey. The childminder provides care from 7.30am until 6pm, Monday to Thursday, all year round. The childminder regularly works with two assistants, of whom one is a qualified teacher. She receives funding for free early years education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Emma Dean

### 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 this 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 for children.
- The childminder spoke to the inspector about her intentions for children's learning. The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of suitability of her assistants and household members.
- Parents shared their views of the setting with the inspector.

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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Store Street  
Manchester  
M1 2WD

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