

Childminder report

Inspection date: 21 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 provides a warm and welcoming environment for children. They have a strong bond with the childminder and demonstrate they feel safe and secure. Children are encouraged to select the toys they would like to play with. The space is well organised to allow children to easily access the activities that they choose. Children have good opportunities to develop their mathematical skills. The childminder encourages them to count within activities and explore size, quantity and positional language. For example, as they search for hidden coloured bears they match colours, compare the largest and smallest and count how many bears fit into colour matching pots.

Children make good developmental progress from their starting points in preparation for their next stage of learning. Children are confident and eager to learn. They love to explore the dry sand using spoons, scoops and sieves. The childminder adds to the children's experiences as she extends their learning by encouraging children to add water to the sand from a water wall. Children comment on how the sand can now be 'moulded' into shapes and spheres.

Children show a desire to explore different sounds. They freely access a range of musical instruments and learn the names of them. Children march in time as they bang on drums and spin around as they shake maracas. This helps to develop children's musical expression.

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

- The childminder has a calm approach to behaviour, giving gentle reminders about being kind to each other. Children are polite and use please and thank you when they are asking for things they would like. They are encouraged to take turns with each other and to tidy away once they have finished with a toy. Children show respect to the childminder and the environment by taking care of the toys and activities provided.
- Children join in games and activities enthusiastically. They are keen to learn and ask questions to help satisfy their curiosity. However, there are times when the childminder does not encourage children to predict outcomes, solve problems or find answers to questions themselves. This means that, at times, children are not given enough time to think and respond to questions asked of them.
- The childminder introduces children to books and songs in enjoyable ways. Children use interesting resources that link to familiar stories and songs. For example, while singing a familiar song, the childminder introduces a bubble machine. Children have great fun as they jump up to pop the bubbles and gently blow them.
- The childminder provides a suitable curriculum that supports children to be

prepared for school. When children, including those with special educational needs and/or disabilities, need additional help, the childminder works with other agencies to put appropriate measures in place. As a result, all children make good progress in their learning.

- The childminder regularly takes children on outings into the local community to play at parks and various playgroups. Children meet different people and see different places. This helps to support them to learn about people who may be different to them.
- The childminder gathers useful information about children and their home lives. This supports children to settle into the childminder's home. The childminder shares her ongoing observations with parents and invites their feedback. This helps to further children's learning at home.
- The childminder develops children's understanding of hygiene practises well through daily routines, such as washing their hands after messy play and before eating snacks and meals. However, the childminder sometimes misses opportunities, for instance, to give children clear messages about making healthy choices, to support them to understand the importance of following a healthy diet.
- The childminder helps children to develop pre-writing skills. She provides lots of activities that successfully help them develop good hand-to-eye coordination as well as building pincer grip control. For instance, children use pencils to make marks and take great pride in the creations.
- The childminder attends regular courses and webinars to extend her knowledge and understanding of early childhood development. She considers practical and meaningful ways to implement her knowledge when she is caring for children. For instance, the childminder has created a bag of props to support singing and story times, which adds fun and excitement to children's daily routine.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of the possible indicators of abuse. There is a clear safeguarding policy in place, and she completes regular training to help her keep up to date with information. The childminder understands the process to follow in the event of an allegation being made against her or a family member. This includes notifying the relevant external agencies as quickly as possible. She is aware of the impact of domestic violence on children and the signs that could indicate a child was exposed to a risk of harm. This includes the dangers of bruising on non-mobile children.

What does the setting need to do to improve?

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

- encourage children to solve problems and predict outcomes for themselves and with their friends
- develop further ways to support children to gain a better understanding of the importance of making healthy eating choices.

Setting details

Unique reference number	EY479486
Local authority	Surrey
Inspection number	10219836
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	2 to 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	2 August 2016

Information about this early years setting

The childminder registered in 2014. She lives in Reigate, Surrey. The childminder cares for children Monday to Thursday, from 7.30am to 6pm, throughout the year.

Information about this inspection

Inspector
Chris Lamey

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed the childminder's curriculum and her intentions for children's learning.
- The inspector and the childminder observed the children's engagement in activities and had a follow-up discussion about children's learning.
- Parents shared their views of the setting by providing written feedback.
- The inspector sampled a range of documentation.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

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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