

Childminder report

Inspection date: 9 August 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

Children are happy and feel safe in the childminder's care. They enjoy the praise and encouragement given by the childminder, which successfully supports their confidence and self-esteem. Children move freely around the environment, choosing their own toys and leading their own play. They enjoy a wide range of exciting activities that are planned to meet their individual needs. For example, children who are interested in numbers, count the colourful pieces of toy food in the mud kitchen. The precise planning helps to ensure all children, including those who may be disadvantaged, make continued progress.

Children of all ages play nicely together and readily share resources. For instance, older children show their younger peers how to play board games. All children are polite and demonstrate good manners. They respond well to the childminder's high expectations and gentle reminders to say 'please' and 'thank you'. Children are respectful of others. They listen to adults and respond positively to requests. For example, they tidy away toys when asked.

Children enjoy plenty of opportunities to learn in the well-organised and attractive outdoor environment. During the COVID-19 pandemic, when children were not able to mix or use play parks, the childminder developed her outdoor-learning provision. This helps children to successfully develop their physical skills and keep healthy.

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

- The childminder has a good understanding of child development. She plans inclusive learning experiences that are enjoyed by children at different stages of development and ages. Furthermore, activities support children to learn across several areas of learning. For example, they learn about life cycles and count pieces of wooden fruit as they play with a 'Hungry Caterpillar' themed activity.
- The childminder asks open-ended questions to help children effectively develop their thinking and problem-solving skills. For example, she asks 'what can you use to help you reach the toys on the other side of the table?' Children are delighted when they successfully collect the toys using a long-handled spoon.
- The childminder uses observation and assessment well to help identify any gaps in children's learning. She uses the information gathered to plan accurate next steps in children's learning and development. This helps to ensure all children continue to improve.
- Parent partnerships are strong. Parents are very positive about the flexible service the childminder provides. They comment that they are kept fully informed of their child's learning and development. The childminder works closely with parents of new children to establish children's starting points. Consequently, she plans meaningful activities from the outset.

- The childminder and her assistant keep up to date with statutory training, such as paediatric first aid and safeguarding. The childminder refreshes her knowledge through reading and online research. However, she recognises that this could be developed further to help continually raise the quality of teaching to an even higher standard.
- Children of all ages freely explore the toys and activities available to them. The environment is bright and organised well. For example, resources are on low shelves, which enables children to choose what they want to play with. Children show high levels of independence, such as when young children change their own shoes to go outside.
- The childminder discusses diversity and equality with the children in her care. For example, they have recently been talking about how guide dogs help to keep people with sight impairment safe. However, the childminder has yet to fully develop the curriculum to help children learn more about the wider world and people who are different from themselves.
- Children successfully learn how to keep themselves healthy. For example, the childminder explains to them the importance of putting on sunscreen and wearing a hat when the sun is shining. Additionally, at mealtimes, the childminder talks to children about making healthy food choices.
- Children are curious and demonstrate good concentration skills. For instance, they spend long periods of time mixing sand and water together. They are fascinated when the sand covers the toys in the bottom of the bowl and 'disappear'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have completed safeguarding training. The childminder has a robust knowledge and understanding of the signs of abuse and neglect. She confidently demonstrates her knowledge of the processes to follow if she has concerns about the children in her care. The childminder completes daily checks to help identify and minimise any hazards for children. This helps to ensure the environment is safe and secure for children to play.

What does the setting need to do to improve?

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

- further develop the curriculum to provide opportunities for children to learn about the wider world and people who are different from themselves
- identify professional development opportunities to focus on enhancing the quality of education to the highest level.

Setting details

Unique reference number	EY447385
Local authority	Surrey
Inspection number	10228676
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	0 to 12
Total number of places	9
Number of children on roll	16
Date of previous inspection	2 November 2016

Information about this early years setting

The childminder registered in 2012. She operates Monday to Friday, between the hours of 7am to 6.30pm, for most of the year. The childminder and her assistant each have a recognised childcare qualification. The childminder receives funding for the free education of children aged two years.

Information about this inspection

Inspector

Michaela Borland

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 spoke to the inspector about their 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- 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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