

Childminder report

Inspection date: 15 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 well settled in the childminder's welcoming home. They quickly form close bonds with the childminder and her assistant. This gives children confidence to explore the interesting activities on offer, on their own and with others. The childminder skilfully attends to children's needs when they seek her out for cuddles or reassurance. This helps to promote children's safety and security.

Children behave well. They show a developing understanding of sharing and taking turns with their most-liked toys. Older children show compassion and kindness to younger children and willingly pass their favourite toys to them. They support each other with daily tasks, such as tidying up before going in the garden and getting ready for mealtimes. This supports children's sense of responsibility.

Children are excited by learning, indoors and outdoors. For example, they happily experiment with water and sand activities in the garden. Children choose to stand in a bowl of water and love the feeling on their feet. Older children test out their ideas as they fill and pour with different-sized containers. Children's achievements are consistently praised by the childminder and her assistant. Their contributions are valued. For example, when singing the familiar nursery rhyme 'Old MacDonald Had a Farm', children cleverly imitate different animal sounds, such as a bear. Children progress well from their starting points.

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

- The experienced childminder constantly evaluates the quality of care and education children receive. She does this through research and sharing good practice with other childminders and local schools. This helps her to continually improve the provision offered to children and families.
- Children enjoy being outside in the fresh air. They visit local places of interest, such as parks and toddler groups, where children are physically active and socialise with others. Children love to engage with visitors and happily share their experiences. This helps them to develop a sense of community and an understanding of the world around them.
- The childminder recognises that children show a desire to count. They practise counting when sharing books and other items. However, the childminder and her assistant do not fully use all opportunities to further enhance children's knowledge of other mathematical concepts, such as shape, size and measure.
- The childminder identifies each child's starting points with their parents effectively, including what children know and can do. She uses this information to plan next steps in learning. However, on occasions, the development of children's interests is not fully considered. For example, children are interested in using different toy tools in a toolbox to pretend to fix things. They are not

taught the name or precise function of a tool, such as a wrench or a drill. This means children's thinking is not deepened, so that they learn which tool is the best to use for any particular job.

- Children are keen communicators. Younger children hear words such as 'book' and 'ball' and begin to apply them in context. Older children use short phrases meaningfully and experiment with new words they have learned. For instance, they hold two-way conversations through skilful questioning by the childminder. They talk interestingly about their family trip in an aeroplane to a hot place. This helps to support good techniques when speaking, such as listening to each other.
- Children show increasing ability to problem-solve. For example, they test out different ways to make a set of balls travel from the upper piece of guttering to the lower one. Children experiment with small amounts of water at first, then pour more water collected in a larger container and observe changes. This supports children's ability to think critically and achieve success.
- Children show good levels of concentration. They are encouraged to persevere at tasks they come across. Children are proud of their efforts and confidently manage their own needs, for example using the toilet and washing their hands at appropriate times. This helps to raise children's self-esteem and commitment to do well.
- Parents talk about the childminder fondly. They say that their children have become increasingly independent and organised. For instance, they take off their shoes and put them neatly by the door. The childminder communicates effectively with parents to continue with their children's learning at home. This helps to prepare children for their next stage in education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibility to protect children from harm. They know how to recognise the signs that may lead to a concern about a child's welfare. This includes children being exposed to extremist views and behaviours. The childminder knows about local child protection procedures. The childminder and her assistant complete training and research online to keep their safeguarding knowledge up to date. They supervise children effectively and make sure that the home is safe and secure. The childminder carries out ongoing checks to ensure her assistant is suitable to work with children.

What does the setting need to do to improve?

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

- focus more sharply on extending children's interests and deeper thinking during their play

- maximise opportunities to promote children's mathematical learning, including knowledge and understanding of shape, space and measure, to enhance learning to a higher level.

Setting details

Unique reference number	EY364491
Local authority	Surrey
Inspection number	10228444
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 4
Total number of places	12
Number of children on roll	13
Date of previous inspection	2 November 2016

Information about this early years setting

The childminder registered in 2012. She lives in Merstham, Redhill, Surrey. She operates from Monday to Thursday, 7.30am to 6pm, and 7.30am to 5.30pm on Friday, all year round. The childminder holds a relevant childcare qualification. She is in receipt of free early education funding for children aged three and four years.

Information about this inspection

Inspector

Sonia Panchal

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 her evaluation of the setting.
- The childminder showed the inspector around the areas of her home used for childminding and explained how she organises the environment and curriculum for children.
- The inspector reviewed relevant documents, including documents regarding the ongoing suitability of adults living at the premises.
- The inspector took account of parents' views from their written feedback and talked to children about their experiences.
- The childminder, her assistant and the inspector had discussions at relevant points during the inspection.
- The inspector observed a range of activities and interactions between the childminder, her assistant and the children to evaluate the quality of education.

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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