

Childminder report

Inspection date: 19 August 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children demonstrate they feel safe and secure in the childminder's warm and welcoming home. They greet the inspector with enthusiasm and are keen to show her the activities they enjoy. Children make independent choices from the wide range of resources available. They show high levels of imagination and take on different roles as they engage in pretend play, such as going to the dentist. The childminder has high expectations for children's learning and skilfully follows their interests to build on their understanding of oral hygiene. She supports children's mathematical understanding at a young age, such as counting as toddlers climb the stairs. Older children confidently order dinosaurs into size and place written numbers from one to 10 in sequence. The childminder consistently praises children's achievements, which boosts their confidence and self-esteem.

Children know their routines well. They count to 20 as they wash their hands and discuss how they need to make sure they clean them thoroughly to remove the germs. Children learn how to use tools, such as knives, safely. They grow and harvest fruit and vegetables and eagerly cut these up as part of their lunch and snack. This helps to build on their understanding of the importance of eating healthy food.

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

- The childminder establishes close relationships with parents. She nurtures the children she cares for as unique individuals and seeks information on their cultural backgrounds, abilities, likes and dislikes. The childminder incorporates their family traditions and interests within the setting right from the start. This gives children a positive sense of identity and helps them to settle quickly.
- The childminder accurately assesses children's learning and plans a curriculum that focuses on their next steps in development. For example, children of different ages enjoy mark-making activities. Toddlers express themselves through the marks they make and older children are keen to talk about their drawings. However, on occasion, in her enthusiasm to challenge children's learning, the childminder loses focus on those quieter children. This slightly inhibits their ability to join in and express their own views.
- Children demonstrate a growing understanding of the natural and wider world. They excitedly hunt for bugs in the garden and confidently name the insects they find. Children enjoy outings to the local woods and parks. They delight in feeding the ducks and learn how to stay safe around water.
- The childminder supports children's physical skills highly effectively. Toddlers whizz around on ride-on toys and show good coordination as they learn new ball skills. Older children build on their stamina and confidently climb up and over equipment. They develop core strength as they carefully use their arms and legs

to manoeuvre their bodies across monkey bars. The childminder encourages children to take safe risks and achieve their goals, however, she always supervises them vigilantly.

- The childminder fosters children's love of books and encourages them to select stories of interest to read. Children listen intently and make predictions as to what happens next. They enjoy singing nursery rhymes and action songs, which helps to build on their speech and language development.
- Children behave well. They show strong relationships with the childminder and their friends and work well as a team. For instance, they kindly pass the balls back to their peers during racket games. Children say 'please' and 'thank you' and consistently demonstrate good manners.
- The childminder regularly reviews and reflects on her provision. She seeks the views of parents and children to help make improvements. Parents comment positively on the care the childminder provides. They say she goes the extra mile to ensure children are consistently cared for, engaged and stimulated.
- The childminder focuses on her professional development to help build on her skills and knowledge. She seeks out new training to make positive changes that benefit children. For example, recent training has had a positive impact on how she supports and builds on children's early writing skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection issues. She can identify the signs and symptoms which may indicate that a child is at risk of harm and knows who to contact if she has concerns about a child's welfare. The childminder frequently attends training to update her knowledge to keep children safe and protected from harm. She completes daily risk assessments and ensures the premises are secure and free from potential hazards. The childminder talks to older children about online safety and use of the internet to help them develop an understanding about staying safe.

What does the setting need to do to improve?

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

- adapt activities to ensure all children, in particular the quieter children, have opportunities to join in, contribute and express their ideas.

Setting details

Unique reference number	2549221
Local authority	Surrey
Inspection number	10221538
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 11
Total number of places	5
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Smallfield, Surrey. The childminder offers care Monday to Friday, 7.30am until 6pm, for most of the year. The childminder is a qualified teacher. She receives funding to provide free early education for three- and four-year-old children.

Information about this inspection

Inspector

Jane Franks

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 her evaluation of the setting.
- The inspector observed interactions between the childminder and the children and reviewed the impact on the children.
- The childminder discussed children's progress and next steps with the inspector.
- Parents' views were taken into account by the inspector.
- The inspector sampled documentation, including evidence of suitability and children's records.

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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