

Childminder report

Inspection date:

7 September 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	Good
----------------------------------------------	------

What is it like to attend this early years setting?

The provision is good

Children are happy and extremely confident as they say farewell to their parents and enter the childminder's home. They excitedly explore the wide range of activities that the childminder offers. For example, they giggle and babble as they fill trucks with objects and transport them to another place together. Children develop skills across the seven areas of learning.

Children's communication and language skills are strong. They can articulate what they know in an age-appropriate way. For example, children play in the water tray and animatedly say 'splosh' and 'splash' as their objects hit the water. Children have secure skills for future learning.

The childminder sets high expectations for children's behaviour. They listen attentively and respond well when she reminds them to take turns and be kind. For example, when children struggle to share the trucks, the childminder reminds them that their friends also like trucks and they would be happy to have a turn. Children are beginning to learn how their behaviour impacts others.

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

- The childminder promotes equality and diversity in a variety of ways. For example, children smile as they look in mirrors and point to each other's hair. The childminder skilfully supports the children to understand their differences by commenting on how they are different colours. Children are beginning to understand what makes them unique.
- The childminder gives clear and consistent messages to children and parents to support healthy choices around food. For example, she sits at the table and talks with the children at mealtimes about the types of food that are good for them. The childminder sends parents examples of healthy food ideas. Children have a healthy diet and are beginning to understand what their bodies need each day.
- The childminder recognises the importance of daily outdoor activities and opportunities for children to be physically active in their play. For example, she takes the children on walks, and teaches them to get into the car themselves. However, there are fewer opportunities for children to develop their large-motor movements when they do not go out on trips and are in the childminder's home.
- Children enjoy familiar stories and songs. They dance and laugh as they join in with familiar phrases of their favourite nursery rhymes. For example, children joyfully wave their animal puppets and join in with the chorus of 'Old MacDonald had a farm'. Children develop good foundations for their early literacy skills.
- Children have positive attitudes towards play and learning. The childminder supports them by enthusiastically introducing them to new concepts. For example, children eagerly explore flour with sticks and their hands. They chuckle

and laugh as the childminder blows it into the air. Children are inquisitive and develop their skills in giving things a go.

- The childminder is passionate about her continual professional development and attends workshops and forums to enhance her knowledge. For example, she has extended her water play to support children's ideas of 'up' and 'down' in light of recent training. Teaching consistently improves over time.
- Parents have a positive and respectful relationship with the childminder. They appreciate her professional and approachable nature. Parents say that the childminder knows the children well and she forms strong bonds with them from the start. They explain that they get daily verbal feedback about their children's day. However, at times, they do not always know what the childminder is focusing on for their children's development.
- The childminder uses assessment well to check what the children know and can do to inform her teaching. When children first start, parents and the childminder complete an 'all about me' form that details what the children can do, and the childminder uses this for planning. For example, she uses the children's love of trucks and tractors to assist teaching of turn taking and shapes. The childminder tracks the children's development regularly to ensure that they are ready for their next stage in development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to spot the signs of safeguarding issues, such as physical abuse, and how to support families who may be in need. She understands the process for reporting if she had any concerns about children's welfare. The childminder attends regular training to keep her knowledge up to date. She is confident in knowing how to report if an allegation is made about her own practice at any time. The childminder carries out robust risk assessments for outings to minimise risks to children. For example, she carries out a visit to the site before taking the children to ensure it has secure fenced areas.

What does the setting need to do to improve?

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

- further improve ways to share information with parents about children's learning and development
- extend opportunities to promote children's large physical development, to ensure they gain good control over large movements.

Setting details

Unique reference number	EY429880
Local authority	Surrey
Inspection number	10228575
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	4
Number of children on roll	4
Date of previous inspection	14 November 2016

Information about this early years setting

The childminder registered in 2011. She lives in Tadworth, near Epsom in Surrey. The childminder operates her service from Monday to Friday, 7am to 6pm, all year round.

Information about this inspection

Inspector

Mandy Cooper

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.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022