

Childminder report

Inspection date:

20 September 2022

Overall effectiveness	Good
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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 enthusiastically enter the childminder's welcoming home. They are curious to find out which engaging and exciting activities the childminder has set out for them. Children direct their own learning and choose what activities they would like to engage in. For example, they enjoy imaginative play in the role-play kitchen, using saucepans, a tea set and pretend food. Children are curious as they open small cupboard doors, and transport toys from one area to another. They are keen to show pride in their achievements, beaming proudly and saying 'I did it!' when they achieve their goals.

The childminder teaches children effectively about a range of emotions in an age-appropriate way. For example, she reads stories from which children learn the names of different feelings. Children confidently share their feelings and emotions while looking at emotion picture cards. This helps children to gain an understanding of their emotions and promotes their well-being. As a result, children are safe, happy and content in the childminder's home-from-home setting.

The childminder has high expectations for all children, encouraging them to be independent and confident. Children demonstrate positive attitudes towards their learning. For instance, they giggle in delight as they transfer mud into the mud kitchen and make 'pies'. Children enjoy making marks on the ground with chunky chalks. This helps to strengthen children's hand muscles in preparation for writing.

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

- The childminder promotes healthy lifestyles. She engages the children in conversations about healthy eating and ensures that they eat a balanced and varied diet. The childminder successfully promotes children's self-care skills. For example, she teaches younger children to wash their hands following nappy changing to develop their early understanding of hygiene.
- The passionate childminder continually reflects on ways that she can improve her provision and further develop her knowledge. She attends training courses and carries out her own regular independent reading to support her role. For example, recent training has improved her knowledge of how to effectively support children's language and communication skills.
- The childminder encourages children to develop a love of books. She regularly shares books with children and points out objects, such as 'spider', 'bee', and 'flower'. The childminder repeats these words as children point to reinforce new vocabulary. She sings songs and nursery rhymes with children to help them to develop their emerging language skills.
- The childminder has developed an ambitious curriculum. She plans a wide range of interesting activities that are based on children's next steps and interests. For

instance, when children are learning colours, the childminder encourages children to name and sort items based on their colour. However, although she plans activities to support these specific next steps, she sometimes does not consider how to encourage younger children to fully engage in an activity. This does not support children in developing their concentration and attention spans.

- The childminder supports young children's emerging physical development. For instance, she provides indoor climbing equipment to encourage children to explore moving in different ways. The childminder extends children's physical skills through regular time outside, either in the garden or local parks. This enables children to test out their new skills and build their confidence.
- Parents speak very highly of the childminder. They report that their children are enthusiastic to learn, look forward to attending and that they are very pleased with the detailed feedback they receive.
- Children are provided with various resources that help to promote their awareness of equality and diversity. The childminder teaches children about different festivals, such as Chinese New Year. However, she has not fully explored additional ways to further extend children's understanding of the similarities and differences between themselves and others.
- The childminder is a positive role model and helps children to manage their feelings and behaviour well. Children develop a sense of responsibility and follow the childminder's instructions at tidy-up time. They eagerly help with tidying up and know where the toys belong, and even the youngest children are competent at this.
- The childminder takes children to playgroups and activities in her local area. She uses these opportunities to encourage children to make friends and develop their confidence when they are in larger groups of children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of safeguarding. She knows the possible signs and symptoms that indicate a child may be at risk of abuse. The childminder is aware of the local procedures she must follow to report any child protection concerns. In the event that an allegation is made against her or a household member, she knows the procedures she must follow to report these concerns. Documentation that is required is well maintained, and the childminder ensures that her records are accurate. This helps to keep children safe. The childminder regularly checks the environment to ensure it is safe for children to attend.

What does the setting need to do to improve?

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

- support younger children in developing their engagement and concentration skills by tailoring teaching to meet their needs more effectively
- develop wider opportunities to promote equality and diversity and build on children's awareness about similarities and differences between themselves and others.

Setting details

Unique reference number	EY475319
Local authority	Surrey
Inspection number	10228885
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 10
Total number of places	4
Number of children on roll	6
Date of previous inspection	18 October 2016

Information about this early years setting

The childminder registered in 2014 and lives in Banstead, Surrey. She operates Monday to Friday, from 8am to 6pm, all year.

Information about this inspection

Inspector

Sarah Richards

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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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