

Childminder report

Inspection date: 2 November 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 greeted with warmth, care and kindness. Children's emotional well-being is at the forefront of the childminder's ethos. She strives to make each child feel safe, secure and respected. In turn, children are polite, helpful, kind, happy and confident individuals. Older children model high behaviour expectations to younger children. For example, they help them out of the buggy, open doors for them and help with their snack.

Children learn the importance of good manners, and mealtimes are social occasions where children sit down at the table and talk about their day. Children develop self-care skills and persistence, and they can independently meet their own needs. For example, they access the toilet and effectively use a knife and fork.

Children's interests are followed through child-led play and enhanced by adult-led activities, such as exploring colour, pattern and creativity through firework pictures. Children confidently and freely express their thoughts, knowing their feelings and ideas are valued.

The children access a broad curriculum that is well sequenced. They enjoy exploring the local field, where they climb on tree trunks and celebrate the outdoors. The childminder has recently installed a garden pond so the children can explore nature first hand. Each child has their own fish and spends time observing insects. They hope frogspawn will appear in the warmer months to come.

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

- The childminder has an ambitious curriculum and understands the way young children learn. Children in her care make good progress. She supports children in developing the essential skills needed for later learning. The childminder uses narrative and demonstration to teach children new concepts. At times, this happens at speed, which means children are not given sufficient time to process and respond to the information and questions heard. Nevertheless, she provides children with a language-rich environment, filled with positive interactions.
- The childminder monitors children's development effectively. She identifies children's next steps and works with parents to support these areas. She makes detailed checks that enable early gaps to be identified so that targeted support can be put in place quickly.
- The children have a large, inviting play space to access. Resources are rotated so that children remain interested and engaged in their learning. Children are happy to explore the resources independently but also welcome the childminder in joining them. Shared interactions develop children's understanding of simple concepts, such as looking at big and small when stacking sizing boxes.

- Children demonstrate they know the routines and boundaries well. For example, they independently wash their hands before having snack and take their shoes off when entering the house. Hygiene practices are well rooted and implemented consistently. Children learn the importance of having clean hands before eating, and each child has their own hand towel to avoid cross-contamination.
- Parents speak very highly of the childminder and value the care she provides. Parents acknowledge the progress children have made since joining the childminder and enjoy seeing their learning files. Parents are aware of children's next steps, which enables them to build on their children's learning experiences. Parents comment that the childminder is 'kind, gentle and an outstanding person'.
- The childminder offers a healthy range of home-cooked food to the children, which is rotated every three weeks. This encourages children to understand the importance of healthy eating and make good choices with regards to eating habits. The childminder is aware of children's allergies and will adapt the menu so that they are catered for in an inclusive way.
- The childminder engages effectively with schools, nurseries and other local childminders. She is keen to build good relationships with other professionals and values the impact they have on children's lives. This enables continuity and consolidation in children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of her role and responsibilities in safeguarding children. She attends local safeguarding training to keep her knowledge and practice up to date. The childminder is aware of the signs and symptoms relating to abuse. She shows a good understanding of the procedure she would follow and the services she would contact if she had any concerns about the safety and welfare of a child. The childminder holds a paediatric first-aid certificate, enabling her to treat accidents or injuries effectively. She is aware of children's allergies prior to starting, which allows her to cater for children safely.

What does the setting need to do to improve?

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

- strengthen support for children to think through and respond to interactions and questions, to enable them to gain a deeper level of understanding and promote their learning further.

Setting details

Unique reference number	EY443681
Local authority	Surrey
Inspection number	10228636
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 10
Total number of places	25
Number of children on roll	22
Date of previous inspection	8 November 2016

Information about this early years setting

The childminder registered in 2012. She lives in Banstead, Surrey. The childminder operates five days a week, from 7am to 6pm, during school term time only. She lives with her four children and their family dog.

Information about this inspection

Inspector
Kelly Parker

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 their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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