

Childminder report

Inspection date: 4 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 clearly enjoy attending this setting. They show high levels of confidence in their play and learning, and benefit from warm, meaningful interactions with their childminder. Children talk positively about their family, while cutting out shapes of people in dough and acting out role-play situations. Children explore a wide range of indoor and outdoor experiences. They recall recent trips to feed the ducks when reading stories, snuggled up on the sofa with the childminder.

Children choose the cup colour of the day, before skilfully pouring their own drinking water at the snack table. They delight in recounting which colour cup corresponds to each child, as they regularly refresh themselves with a drink. They sit at the snack table and chat about the healthy choices they have in their lunch boxes, declaring 'I love peppers and cucumber'. Children acquire new language as the childminder models new words such as 'bright red pepper' and 'crunchy cucumber' and encourages the children to repeat these phrases.

Children feel safe, secure and settled with the childminder and develop long-lasting bonds. Children develop a love for books and reading and frequently choose books to read and reference throughout the day. For example, young children enjoy having catalogues and science books alongside the toy power tools and match the pictures to the items. They go on to link this to their previous knowledge and talk about people who are important to them, and who they have seen using these tools. Older children look forward to reading stories to the younger children, or building towns and cities for them to chase their cars and dinosaurs through.

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

- The childminder ensures that any statutory assessments, such as reports about children's development when they are two years old, are completed in a timely manner. She knows the children well, which helps her to accurately assess children's progress. She understands when children need support and provides experiences to help them learn. For example, she attended training to help understand how to support children post COVID-19 pandemic, with a particular focus on children's communication and language.
- The childminder uses her sound knowledge of what each child likes, to challenge and extend children's play. For example, for children who like cars and dinosaurs, the childminder includes these in creative activities such as play dough and adds tools, such as rollers, cutters and stencils. The childminder asks questions to help children with colour and number recognition, helping to expand their emerging vocabulary and fine motor skills.
- Children behave very well and use good manners when asking for things. The childminder consistently demonstrates good manners and praises children for

the positive behaviour they display. Children happily share and take turns. During a dough activity, children tell the childminder that it is her turn now. However, children have limited opportunities to develop their understanding and appreciation of equality and diversity. This does not prepare them well for life in modern Britain.

- The childminder maintains good relationships with parents. Parents report that their children 'feel like it's their second home' and that they are 'happy with the routines and activities' that she provides. The childminder regularly updates her professional knowledge by networking with other childminders and attending relevant training courses. This means the childminder regularly adapts her practice to improve children's learning and development. However, parents are not always clear about what topics and themes the children are learning and how best to support their child's learning at home.
- Children enjoy the use of a well-resourced outside area. The childminder ensures learning continues outside of the setting. Children benefit from a range of outings, visits and trips to support their social skills and help them be more physically active. The childminder carefully assesses and plans for each individual child's needs when arranging outings, including provision for food and drink.
- The childminder recognises that some children require additional support following the COVID-19 pandemic to develop their communication and language skills. She attended specific training to help support children to make good progress in their speaking and listening. Children develop a shared love of books and talk confidently, both during their play and to make their wants, wishes and feelings known.
- The childminder has effective systems in place in addition to following children's personal-care routines, for ensuring that intimate care needs are met. She is observant and in tune with young children's cues and health needs, such as reminding children to regularly refresh themselves with a drink or try to go to the toilet.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is secure in her knowledge of safeguarding and understands her responsibilities for keeping children safe from harm. The childminder uses risk assessments well to ensure that children have access to suitable spaces and people during their time with the minder. The childminder clearly understands the risks and indicators of abuse and knows how to report her concerns effectively. She has a good understanding of the 'Prevent' duty and has robust procedures in place for monitoring children's absence. The childminder demonstrates a secure knowledge of managing risks when taking children on outings. She talks to children about risks. For example, she teaches them the need to be careful around open water when feeding the ducks in the park.

What does the setting need to do to improve?

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

- plan more opportunities within the curriculum to support children's knowledge and understanding of equality and diversity
- strengthen the support for parents to extend their child's learning at home.

Setting details

Unique reference number	507522
Local authority	Surrey
Inspection number	10259160
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	2 to 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	19 November 2018

Information about this early years setting

The childminder registered in 1996 and lives in Redhill, Surrey. She operates all year round from 7.30am to 5pm, Monday to Friday. The childminder is eligible to receive funding for children aged two, three, four years accessing early education, but no children are presently in receipt of funding at the time of inspection.

Information about this inspection

Inspector

Leanne Merritt

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 setting.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years curriculum.
- The childminder spoke to the inspector about the children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting, and these were taken into account.
- The childminder provided the inspector with key documentation on request, which was scrutinised for ongoing suitability, including the childminder's complaints policy.
- The inspector observed the arrangements for children intimate care, health and well-being and discussed how these are managed during trips, visits and outing with the childminder.

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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