

# Childminder report

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Inspection date:

14 November 2022

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children enjoy the time they spend in the childminder's care and talk about their school day. They walk back from school and spend some time in the local park. This supports their physical development and helps them relax after a busy day at school.

Children settle quickly and choose what they want to play with at the childminder's home. They play together taking turns with the small-world toys. Children develop their imaginations as they take on different roles with the small-world people. They take turns and listen to each other as they play. The childminder has high expectations of children's behaviour and she is a good role model. She supports children to respect each other's opinions when they play together. This reinforces their self-confidence and emotional well-being. Children behave well.

Children demonstrate they feel safe and secure. They confidently interact with visitors, asking them questions and telling them about their experiences. Children share their views with the childminder and her assistant about what they want to play with. For example, they talk with the childminder's assistant about the various fictional stories that they would like to read. This helps children develop a love for reading.

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

- The childminder and her assistant use their knowledge of what children like and are interested in for planning and providing a good range of activities that keep children engaged and involved. For example, children develop their imaginations as they play with various superheroes, recalling their character's names. The childminder provides children with a wide range of resources, which extends their play. Children are confident in their chosen play activities.
- The childminder promotes children's health and their understanding of how to keep themselves safe. For example, on the journey to and from school, children stop at the side of the road. Older children explain that they need to look and wait for the cars to go past before crossing. They also wash their hands independently after playing outside, using the toilet and before they eat.
- The childminder helps children to learn good social skills and table manners. Children are respectful to each other and the childminder throughout the time they spend at the childminder's home, by using polite language such as 'please' and 'thank you'. Children help to care for resources by tidying up when they finish playing. They show care for their environment.
- The childminder supports children's physical well-being and their understanding of a healthy lifestyle effectively. Children learn to keep fit and healthy. They

enjoy plenty of physical activity in the garden and on their visits to local parks and playgrounds. They eat healthy food and drink water to stay hydrated. For example, children choose from a range of nutritious food and snacks, such as sandwiches and fresh fruit. They are able to talk about the positive impact of exercise on their bodies or identify healthy foods. Mealtimes are sociable occasions, where children talk about their interests and home events.

- The childminder places high importance on keeping children safe. The premises are safe and secure. She completes risk assessments to ensure that areas used by children are safe and suitable for their needs. For example, she has recently reviewed her procedure for collecting children from school to ensure children's safety. For example, younger children hold the childminder's hand when walking home from school and older children stop and listen to the childminder when she asks them to.
- The childminder reflects on the ways to further improve her setting and seeks the views of parents to inform this. She ensures that herself and her assistant keeps mandatory training up to date, such as first aid. That said, she identifies that her current programme of training can be strengthened to continue to build her knowledge and skills further to support older children's play experiences.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant know the possible signs and symptoms of child abuse and fully understands how to report child protection concerns. The childminder ensures that her policies are updated to reflect these. This helps her to keep children safe from harm. She implements policies and procedures to keep children and her home safe. For example, trips are risk assessed and planned for. The childminder carries out daily safety checks to help reduce hazards and minimise accidents. This helps her to promote children's safety and welfare to a high level. The childminder knows when to notify Ofsted of any significant events.

## Setting details

<b>Unique reference number</b>	122315
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10258959
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	4 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	28 February 2020

## Information about this early years setting

The childminder registered in 1994. She lives in the borough of Epsom and Ewell. Her husband works as her assistant. The childminder offers her service from Monday to Friday, from 7am to 5.30pm, all year round. The childminder holds a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Kelly Lane

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The inspector viewed the areas used for childminding purposes with the childminder and discussed how the early years provision and the curriculum are organised.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to one parents who shared their views, which she took into account.

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

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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