

Childminder report

Inspection date: 11 November 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 enjoy the time they spend in the childminder's stimulating care. Toddlers settle smoothly into daily routines and form strong attachments with the childminder and her husband, who works alongside her as a co-childminder. Children are secure and content in the familiar surroundings. They behave very well and enjoy the freedom to follow their interests, offered by the childminder. Children develop skills and knowledge through many motivating activities. For example, they build finger and hand control as they scoop conkers and acorns, carefully placing them in tubes. Children begin to predict where the items will appear. This encourages their problem-solving skills.

Children enjoy a variety of books and songs. The childminder introduces them to storytelling through singing and nursery rhymes. For instance, children choose their favourite songs by selecting a puppet from the song bag. They thoroughly enjoy this time and often ask to repeat the songs. This supports their language development.

Children behave very well they are motivated and engaged. For example, toddlers learn to walk quickly and show eagerness in practising these skills. They babble with delight, while they explore the sand tray. Older children take turns in the ride-along cars. This helps to promote the development of their large-muscle skills.

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

- The childminder has a good understanding of how children learn and develop. She is ambitious and works with her co-childminder. They focus their curriculum on children's social, emotional, communication and language skills and their physical development, to ensure they have the skills they need to support their future learning.
- Children are supported to learn about hygiene routines. Toddlers are supported to wash their hands, while older children manage this task independently prior to eating. They talk about making sure there are no germs on their hands. However, the childminder does not always consider ways to promote children's independence, as she sometimes does things for children that they could do for themselves. For example, younger children are not encouraged to put on and take off their shoes after playing outside. This hinders the development of their self-care skills.
- The childminder organises her environment well. Children have access to a wide range of natural resources, such as pebbles, which help to ignite their imagination skills. For example, children pretend that pebbles are the toppings for their pizza that they make in the sand.
- The childminder treats the children with respect. She encourages children to use

good manners throughout their time in her care. Children listen very well, with the childminder's gentle guidance and support, children to learn about each other's emotions. For instance, young children begin to understand the concept of waiting their turn to have a go. As such, children take turns, they demonstrate positive behavior.

- The childminder ensures children have daily fresh air and exercise. She recognises the impact that COVID-19 has had on children's social skills. The childminder and co-minder plan different experiences to support their confidence. For instance, she takes children to the local airport on the train and to visit local toddler groups, where they can expand their social skills.
- The childminder works with parents as partners to provide ideas for healthy packed lunches for children. Children sit at the table to eat and enjoy the social occasion. Children regularly visit and care for various fruit and vegetables at the childminder's allotment. They learn about the benefits of eating healthy foods. This supports children to learn about what contributes to a healthy lifestyle.
- The childminder reflects regularly on all aspects of her setting with her co-minder. She continues her own professional development to help to enhance children's experiences. For instance, she accessed various webinars to develop her knowledge of healthy eating, which she shared with parents. The childminder is passionate to explore further training to help develop children's learning at the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has updated her safeguarding knowledge. She is aware of wider safeguarding issues and ensures that all her policies are updated to reflect these. This helps her to keep children safe from harm. The childminder knows the possible signs and symptoms of child abuse, and fully understands how to report child protection concerns. She implements policies and procedures to keep children and her home safe. 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.

What does the setting need to do to improve?

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

- further develop younger children's independence by consistently allowing them to try to carry out tasks by themselves.

Setting details

Unique reference number	EY393676
Local authority	Surrey
Inspection number	10228497
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	0 to 4
Total number of places	6
Number of children on roll	11
Date of previous inspection	13 February 2017

Information about this early years setting

The childminder registered in 2009. She lives in Merstham, near Redhill, in Surrey. She works alongside her husband, who is also a registered childminder. The childminder operates from Monday to Friday, 7.30am to 6pm, all year round. The childminder has qualified teacher status.

Information about this inspection

Inspector

Kelly Lane

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 this into account in their evaluation of the setting.
- 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.
- An evaluation of the activities was discussed by the inspector and the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to two parents who shared their views.

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