

Childminder report

Inspection date: 11 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 demonstrate that they feel safe, and they behave well. They have built close bonds with the childminder, and they explore the welcoming environment with ease and motivation. For example, babies are inquisitive and push the buttons on a toy laptop. Older children keenly ask when their friends are coming to play. All children are extremely happily with the childminder, who takes the time to get to know them well.

Children enjoy learning and are keen to try new activities. They show curiosity and can-do attitudes to try new things. For instance, young children balance across planks of wood. The childminder successfully encourages children to persist at these activities, so that they gain confidence using new equipment. For example, they explore the different lengths of the planks as they join them together. They are developing a wide range of physical skills which will support them for later learning.

The childminder has high expectations of children's communication and language development. He consistently introduces new vocabulary, such as 'acorn' and 'conker'. The childminder models the correct pronunciation of words to support children's understanding. Children often repeat what the childminder says as they play, which supports their early language development.

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. He works with his wife, who is his co-childminder. They focus their curriculum on children's social, emotional, communication and language skills and physical development, to ensure they have the skills they need to support their future learning.
- Children enjoy a variety of books. The childminder reads to children with enthusiasm. He uses stories that are familiar to them. This helps children to recall and sequence the events of the story. Children develop a love of reading.
- Occasionally, the childminder recognises that he plans activities that are too challenging for children. This means the specific skill that needs to be developed is not fully explored by children. For example, when learning to cut with scissors, the childminder moves the children's hand to cut the play dough. This hinders children's learning of a specific skill as they do not have the opportunity to try for themselves.
- Children have good opportunities to develop their knowledge of colours, shapes and counting through the activities offered. For example, they enjoy scooping sand with diggers. Children confidently count how many scoops they need to fill the pots. All children make good progress in their learning.

- The childminder encourages children to become independent and care for their play spaces. For example, he supports them to put toys away before going to wash their hands for snack or lunch. The childminder teaches them to open and close their lunch boxes. Children develop their self-care skills.
- The childminder treats the children with respect. He knows them extremely well and encourages children to use good manners throughout their time in his care. They listen very well, and with the childminder's gentle guidance and support, they learn about each other's emotions. For instance, young children begin to understand the concept of waiting their turn to have a go. As children take turns, they demonstrate positive behaviour.
- The childminder ensures children have daily fresh air and exercise. He recognises the impact that COVID-19 has had on children's social skills. The childminder and co-childminder plan different experiences to support children's confidence. For instance, he takes children to the local airport on the train and local toddler groups, where they can expand their social skills. Furthermore, children regularly visit and care for various fruit and vegetables at the childminder's allotment. This helps children learn about the wider world around them.
- The childminder evaluates his practice, accurately identifies his strengths and knows the areas for improvement. For example, he recently introduced another entrance to his setting. This allows parents time to discuss their children's development in a safe area.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has updated his safeguarding knowledge. He is aware of wider safeguarding issues and ensures that all his policies are updated to reflect these. This helps him 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. He implements policies and procedures to keep children and the home safe. For example, he teaches children how to navigate the steps in the garden. The childminder carries out daily safety checks to help reduce hazards and minimise accidents. This helps him 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:

- simplify activities to focus more precisely on specific skills, to enable children to make even more progress.

Setting details

Unique reference number	EY408606
Local authority	Surrey
Inspection number	10228527
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 2010. He lives in Merstham near Redhill in Surrey. The childminder works alongside his wife, who is also a registered childminder. He operates his service on Monday to Friday, from 7.30am to 6pm, all year round. He has a recognised early years qualification at level 3.

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 spoke to two parents who shared their views, which she took account of.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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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