

# Childminder report

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Inspection date:

24 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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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 have a strong bond with the childminder. They are happy and engaged in the welcoming environment. Children seek comfort from the childminder, knowing that she will respond with kindness. This ensures the emotional needs of children are met. The space and resources for children are set up well to create an inviting and stimulating environment. This ensures that children are motivated and learn through interesting and enjoyable play opportunities. For example, children use props such as pasta to create cupcakes in the home corner. This helps develop their imaginative skills. Children's vocabulary is supported as the childminder narrates their actions as they play.

Children are learning how to use equipment safely while developing an understanding of healthy eating. For example, they peel their own fruit and use utensils to cut fruit for snack. The childminder encourages children to dress themselves for outdoor play. She praises the children as they put their own coats and boots on. This develops the children's independence and self-help skills.

Children behave well and know what is expected of them. The childminder promotes children's positive behaviour by offering praise for their efforts and achievements. The childminder has a good understanding of the interests of each child and extends these interests in different areas of learning. For instance, children learn mathematics by sorting colours and shapes.

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

- The childminder ensures that children make good progress in all areas of their learning and development. She uses her professional knowledge to ensure that children's next steps and interests are reflected when planning activities both indoors and outdoors. This means that children are effectively supported in their learning and progress well.
- The childminder interacts positively with children. This helps to develop children's good communication skills. She listens to what the children say and responds by asking questions to the children about what they have done. This encourages children's communication and language development. However, the childminder does not consistently allow the children time to pause and think before asking another question or giving an instruction. On these occasions, children do not benefit from enough time to process information before new information is given.
- The childminder has established partnerships with other settings that children attend. For example, when a child transfers from a different setting, she ensures opportunities to share information are established. This ensures that children's learning and development are shared to create a consistent approach to their

learning.

- The childminder supports children in developing positive behaviours and attitudes. She encourages children to share and take turns with each other. The childminder models positive behaviours and praises children for helping each other. At times, the childminder is not consistent in ensuring that most-able children do not take over and complete tasks for the other children. This does not fully extend the children's social skills.
- The childminder ensures that children's views are considered when planning activities. For example, children are asked what they would like to set up in the garden. This ensures that children feel their views are valued. Children's independence is supported as they self-select activities. Children are given opportunities to contribute to the activities on offer. For instance, the childminder keeps familiar activities and toys available for the next week.
- Children develop a positive sense of self and the wider community in which they live. For example, children enjoy looking at their individual family photo book. Celebrations and special events are shared. For instance, children use a speaking photo frame to share special events they have taken part in with each other.
- The childminder uses her garden to provide motivating opportunities to support the children's learning which follow their interests. For example, children use funnels and pipettes to transfer coloured water. This helps to enhance their knowledge and understanding of the world and builds on their physical skills.
- Partnerships with parents are strong. Parents comment that their children have settled in well with the childminder and they receive regular information about their child's daily activities. Parents state the children have made good progress in terms of self-confidence and that the childminder knows their child well.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe from harm. She has a good understanding of the safeguarding principles, ensuring her knowledge is kept up to date through training. The childminder is confident in reporting any concerns regarding children's welfare. She is aware of the procedures to follow if an allegation is made against her or a household member. The childminder knows how to identify the signs and symptoms that may indicate a child is at risk. This includes the effects of being exposed to extreme views and behaviours. The childminder ensures that children are always supervised well and is mindful of any potential hazards.

## What does the setting need to do to improve?

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

- ensure children are given enough thinking time to respond to questions and develop their critical-thinking skills
- enhance opportunities for children to gain a deeper understanding of their social communication skills.

## Setting details

<b>Unique reference number</b>	EY436742
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10228597
<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>	2 to 3
<b>Total number of places</b>	9
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	9 February 2017

## Information about this early years setting

The childminder registered in 2011. She lives in Leatherhead, Surrey. The childminder operates Tuesday to Thursday, 7.30am to 6pm for most of the year. She works with an assistant childminder. The childminder has a degree in early years teaching.

## Information about this inspection

### Inspector

Megan McClellan

### 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 inspector observed children's interactions in play and discussed their learning and development with the childminder.
- The inspector carried out a learning walk with the childminder to discuss the learning intentions for children.
- The childminder provided the inspector with a sample of key documentation on request. This included safeguarding and child protection policies and procedures.

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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