

Childminder report

Inspection date:

7 December 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

The childminder creates a warm, welcoming and caring environment. Children talk to themselves as they engage in their play and share their experiences with the childminder. Children are confident to express their needs, knowing that these will be met. They make independent choices about what they want to do, selecting their own resources. Children demonstrate that they feel safe and secure when they snuggle in to the childminder to listen to exciting Christmas stories.

The childminder provides interesting activities that are matched to children's interests. For instance, children excitedly play musical instruments and join in making their own music to songs. The childminder promotes children's mathematical vocabulary well, adding concepts such as 'empty' and 'full' when children use scoops to fill containers with pretend reindeer food. The childminder incorporates counting into everyday activities, building children's understanding of associating numbers with quantities. Children engage in colour-matching and -sorting activities. For example, they match different coloured letters to envelopes to post.

Children develop good physical skills as they learn how to drink from cups, turn the pages of a book and dance to music. Children receive good support as they progress in their learning. This helps children to feel secure and ready for their next stages.

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

- The childminder supports children's problem-solving skills. For example, children repeatedly attempt to post pretend food into a toy gorilla's mouth. The childminder knows when to step in and provide support, giving children the opportunity to persevere to achieve things for themselves. This helps to promote their confidence and build high levels of self-esteem.
- Children benefit from a language-rich environment. The childminder provides numerous opportunities for children to hear spoken language. Children listen to stories as the childminder uses intonation and excitement to promote their engagement. She sensitively introduces new language and encourages children to join in by asking questions to extend their thinking skills. Consequently, children learn new language through repetition.
- The childminder places a strong value on the importance of diversity, including what makes children similar and different to each other. Children take part in different celebrations, such as making green hats and eating Irish food to celebrate St Patrick's Day. Children learn about life in modern Britain.
- The childminder supports children's growing independence. They are encouraged to develop self-help skills. For example, they are shown how to

independently take off their shoes and coats, and to tidy up. Children's behaviour is good. However, occasionally, the childminder does things for the children which they could do themselves. For instance, the childminder collects tissues and wipes the children's noses for them.

- Children learn healthy practices. The childminder supports children's oral health, providing healthy food and drinks and having discussions about brushing teeth as part of the daily routine. Children gain a secure understanding of practices that contribute towards good health. For example, they make decisions about what healthy snack to eat and which foods are unhealthy if eaten in large quantities.
- The childminder provides plenty of activities that support children's knowledge of the natural world. For example, children plant seeds in the garden and grow their own fruit and vegetables. Children also participate in nature trails and visit the local woods to see the trees and wildlife. Children learn about the world around them.
- Partnerships with parents are effective. The childminder makes good use of settling-in arrangements to build strong relationships with families and children. Parents say that they appreciate the daily verbal feedback about their children's day and the photos the childminder shares. However, the childminder has not made strong partnerships with other settings that children attend. For example, she has been unable to share detailed information about the children to provide continuity in their care and progress.
- The childminder is continually developing her own knowledge to find ways that she can support children's learning further and meet children's individual needs. For example, recent training on how girls and boys learn differently has improved her knowledge of how to support children's learning and challenge stereotypes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She attends regular training to keep her knowledge of child protection up to date. She is aware of the indicators of abuse and safeguarding matters such as radicalisation and domestic violence. The childminder has clear procedures in place for recording and reporting any concerns to the appropriate professionals. She understands her responsibility to report any allegations made against her or any household members. She completes daily checks inside and outside her home to make sure that it is safe and suitable for children.

What does the setting need to do to improve?

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

- strengthen opportunities for children to take part in hygiene practices to enhance their independence in self-care routines
- improve partnerships with other settings that children attend and share detailed information about their development to further extend their progress.

Setting details

Unique reference number	EY483896
Local authority	Surrey
Inspection number	10263791
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	1 to 7
Total number of places	3
Number of children on roll	8
Date of previous inspection	11 May 2017

Information about this early years setting

The childminder registered in 2014 and lives in Epsom, Surrey. She operates from 9am to 5pm, on Monday, Wednesdays and Thursdays during term time.

Information about this inspection

Inspector

Bev Boyd

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.
- During a learning walk, the inspector and the childminder held discussions about how the learning is organised and planned for the children.
- A joint observation was carried out by the inspector and the childminder.
- The inspector spoke to the children throughout the inspection.
- Parents provided written feedback during the inspection and the inspector took account of all of their views.
- The inspector viewed documents, such as suitability checks, safeguarding policies and first-aid certificate.

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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