

Childminder report

Inspection date: 8 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

Children are very happy and settled in this warm and welcoming setting. They have developed a strong bond with the childminder. The childminder is caring and nurturing in her interactions with the children. This helps them feel settled and secure. Children behave well and demonstrate high levels of emotional well-being.

Children demonstrate a positive attitude and enjoy learning. They develop a real love of books and reading. Children listen intently as the childminder reads to them in an animated way. She encourages them to find out about the world around them through books. For example, children find out the different names of fruits, such as 'pineapple' and 'lime'. Children begin to describe what they see using language such as 'spiky', and recognise when different fruits are 'ripe'. This supports children's communication and literacy skills. Children make connections as they learn. For example, they count different vegetables, such as tomatoes, and match them with the corresponding numerals. This supports their early mathematics.

The childminder has high expectations of children. She praises them and they behave well. Children use good manners throughout the inspection, saying 'please' and 'thank you' effortlessly. This helps develop children's positive relationships.

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

- The childminder has created an ambitious curriculum. She has a clear idea on what she wants children to learn and how she is going to teach them. The childminder provides a range of learning experiences throughout the day, which are mostly based on children's next steps in learning. For example, she is currently using the theme of a story book to introduce different fruits and vegetables to the children. This helps extend their vocabulary, and introduces early maths concepts. However, at times, the childminder's delivery of some adult-led activities does not reflect children's differing interests. This results in some children losing concentration compared to others.
- The childminder provides plenty of opportunities for children to develop their small-muscle skills. For instance, toddlers begin mark making with large crayons. Older children are presented with additional challenge. For instance, they persevere as they peel stickers to create Christmas cards for their family members. This helps children develop the muscles they need for early writing.
- The childminder supports children's good health. For example, she provides children with healthy and nutritious meals and snacks. Children develop self-care skills, which prepares them well for future learning. For instance, children serve their own fruits at snacktime, scooping them on to their plates. The childminder

talks about the different fruits. This helps children to identify healthy foods.

- Children develop an understanding of their local community. For example, they learn about road safety as they take older friends to school. The childminder regularly takes children out for walks in the local community. For example, they visit the shops and local forest areas. These experiences support children to understand the world around them.
- Children behave well and develop good levels of confidence. The childminder is skilful at supporting their emotional development. She uses naturally occurring conversations well to link in how children may feel. For instance, children talk about peeling an onion and how it makes their eyes water. The childminder talks about different feelings, such as sad and happy. She effectively supports children to develop their personal, social and emotional skills.
- Partnerships with parents are very good. They comment on the excellent communication and the range of activities their children take part in. This helps parents to understand what children have been learning so that they can continue and extend this at home.
- The childminder reflects on her practice well. She regularly evaluates her provision to ensure she is providing the best learning experiences for children. She keeps up to date with current practices by attending training courses and meeting with other childminders. Following training, she has introduced the different food groups to children. This supports her to teach them about oral hygiene.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust knowledge of signs that a child may be at risk of harm. She knows the possible signs and symptoms of child abuse and fully understands how to report child protection concerns. This helps her to keep children safe from harm. The childminder carries out good risk assessments, provides good supervision, and enables children to understand how to keep themselves safe. For example, children learn road safety and they competently explain you must stop at the road and look for cars before crossing. The childminder sensitively helps older children to understand internet safety.

What does the setting need to do to improve?

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

- review and adapt planned activities to further support the differing interests of all the children.

Setting details

Unique reference number	EY369620
Local authority	Surrey
Inspection number	10228453
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 9
Total number of places	12
Number of children on roll	8
Date of previous inspection	23 January 2017

Information about this early years setting

The childminder registered in 2008. She lives in Epsom, Surrey. The childminder offers her service from Monday to Friday, 7.15am to 6pm, excluding bank holidays. She holds a relevant childcare qualification at level 3. The childminder works with an assistant.

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 that into account in her evaluation of the setting.
- The inspector carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector took account of the views of parents through written feedback provided.
- The childminder showed the inspector a range of documents, including those relating to the suitability of the childminder, her assistant and other members of her 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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