

Childminder report

Inspection date: 12 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children form strong relationships with each other and the childminder. They show that they feel safe and secure as they confidently explore this home-from-home environment and freely select activities. For instance, children enjoy including the childminder in their role play and build their imagination as they use resources to 'build' and 'fix' toys.

Children are motivated to learn and behave well. They are learning to share resources and take turns with the gentle guidance of the childminder. This helps children to develop their self-esteem and confidence. The daily routine helps children to feel a sense of belonging. Children's growing independence is encouraged and supported during their time with the childminder. For example, they are confident to find their own coats and make good attempts at putting them on before going to play outside. Children listen and respond positively to instructions and are eager to do things for themselves. For example, they help to tidy up by clearing their own lunch dishes. These skills help to prepare children for their future learning.

Children show curiosity as they explore outdoors. For example, they enjoy discovering how snow feels on their hands and describe it as 'cold' and 'soft'. Children learn to manage their own risks in the environment. For instance, with the support of the childminder, they delight in making footprints on the icy ground. These experiences help children to take controlled risks and learn how to stay safe.

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

- The childminder ensures that children progress in their learning and development. She plans for children's next steps in learning to ensure that they progress in all areas of the curriculum. However, the planning for adult-led activities does not consistently focus on what children need to learn next. This means that they may not make the progress they could do over time.
- The childminder supports children to develop a good understanding of mathematics as they play. Children confidently count and discuss colour in everyday activities. For example, as they serve snack, they count how many pieces of fruit they have and identify the different colours of the fruit on offer. The childminder supports children to develop skills to support their future learning.
- The childminder supports children to develop an awareness of healthy practices and lifestyles. Children confidently wash their hands before meals and manage their personal needs while knowing the childminder is close by to offer support if needed. However, at times, this good practice is not consistently implemented in all areas of the daily routine that the childminder has established. This means

that children do not fully develop a deep understanding of how to keep themselves healthy.

- The childminder supports children to develop good speaking and listening skills. She provides children with enough time to think and respond to questions she asks them. Children are keen to discuss their thoughts. For instance, they talk about their ideas about what they would like to do next and which resources to play with.
- The childminder plans opportunities for children to explore the local environment and develop their understanding of the world around them. For example, children attend local playgroups and visit the library. The childminder uses these opportunities to enhance children's learning experiences and engage parents. For example, children take home the library books they have chosen to share with their parents.
- The childminder uses effective ways to communicate with parents and builds a positive relationship with them. Parents are given opportunities to discuss their child's learning and development through daily feedback and communication diaries.
- The childminder takes part in professional development and understands the importance of keeping her knowledge up to date to ensure that her practices benefit children. For example, she has recently taken part in safeguarding awareness training to further support her professional knowledge. She makes the best of networking opportunities to help to develop her practice.
- The childminder promotes children's communication, language and literacy well. Children eagerly select books, which the childminder reads with great enthusiasm. This helps children to establish a positive attitude towards learning new words and builds a love of reading.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role and responsibility to ensure that children are protected from harm. She is aware of the procedures to follow should there be an allegation against herself or anyone in her household. The childminder ensures that her safeguarding knowledge is up to date through regular training. She is aware of the possible indicators when a child may need help and the procedures of reporting any concerns to the relevant agencies. The childminder ensures that her home provides a safe environment for children. She makes sure that children are supervised and safe. For example, she teaches them how to use steps safely.

What does the setting need to do to improve?

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

- focus the intentions for planned activities more precisely on what children need to learn next
- extend the opportunities that help children understand the importance of healthy lifestyles.

Setting details

Unique reference number	2595501
Local authority	Surrey
Inspection number	10251377
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	2 to 2
Total number of places	3
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Epsom, Surrey. She operates all year round from 8am to 6pm, Monday to Friday. The childminder holds a relevant childcare qualification at level 3.

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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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