

Childminder report

Inspection date: 23 January 2023

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The children settle well into a homely environment. They are happy and demonstrate a sense of belonging. The childminder gives gentle reinforcement that helps children cooperate and respond well to the rules and boundaries that are put in place. They show confidence in their interactions and share their likes and dislikes. For example, children explain that they enjoy going to the library to look at books. Children are given choices and their opinions are valued and respected. This has a positive impact on their sense of self and their well-being.

Children enjoy being in the outdoors and exploring the world they live in. They show care and concern for each other and animals. For instance, children are encouraged to feed the pet rabbits and show sensitivity when petting them. The childminder enhances children's learning experience by explaining why the rabbits need food.

The childminder regularly uses simple sign language to support children's communication and language development. Children demonstrate their understanding by responding and mimicking signs. This strengthens children's language and supports them when they are communicating their needs. Children are given opportunities in their busy day to relax. They enjoy this time, which enables them to rest well and renew their energy.

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

- The childminder has a good knowledge of the areas development and what she wants the children to learn. She knows the children well. With thoughtful observation and assessment, she identifies areas where children need support. The childminder's intention for children's learning is clear and she aspires to move them on in their development.
- Children play with a purpose and are curious to find out more. The childminder provides activities where children can become engrossed in their investigations. For instance, children have fun exploring different coloured spaghetti pasta. They squeeze the pasta through their fingers and enjoy filling and emptying containers. The childminder allows time for children to wallow in their experience.
- The childminder values parents as partners and they work together to best support the children. She seeks their views and opinions for continual improvement. This helps to enhance her practice and deliver the best outcomes for the children.
- Children have opportunities to be physically active indoors and outdoors. They delight when joining in with group singing and movement sessions that require them to use their whole bodies. Children enjoy these group times. However, at

times the activities are not well thought out for the youngest children and they lose focus. This has an impact on the learning that they gain.

- The childminder promotes healthy eating and children are given a range of nutritious snacks and meals. They sit well at the table and have good manners. Children are encouraged to drink water and enjoy meal times. They know the routine well and show good behaviour and conduct. The childminder understands and promotes the rich learning opportunities that children benefit from during these times.
- Children follow good hygiene practice and are supported to develop their self-care skills. The childminder gently encourages and supports children to do things for themselves. With sensitive guidance, children build a solid foundation for independence and have a sense of pride in their achievements.
- The childminder positively reinforces children's good behaviour. They listen and respond well to the childminder and can follow simple instructions. Children are developing a strong sense of right and wrong.
- The childminder supports children to explore and make sense of the world. Children are active in their learning and the childminder seeks ways to enrich learning opportunities. For example, while playing outside, children show joy when running their feet over a patch of ice. The childminder shares their joy and explains the risk of slipping. Through conversations, she extends their thinking by asking simple questions about what else is made of ice.
- The childminder effectively risk assesses the environment to minimise risks and keep the children safe. She is watchful while outdoors for any hazards that compromise children's safety. The childminder involves and explains risk to children to help them develop a sense of how to keep themselves safe.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates good knowledge of child protection. She recognises her responsibilities to safeguard children and protect their welfare. With effective procedures in place, the childminder will refer to any safeguarding concerns in a swift manner. This helps ensure the safety of children is not compromised. The childminder keeps her safeguarding knowledge updated to ensure the children in her care are kept safe from harm. The childminder is vigilant and alert to anything that may cause her concern. She would act accordingly in the best interests of the child.

What does the setting need to do to improve?

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

- enhance learning for the youngest children by exploring ways to better engage them in whole group activities.

Setting details

Unique reference number	121458
Local authority	Surrey
Inspection number	10252654
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 4
Total number of places	6
Number of children on roll	11
Date of previous inspection	13 March 2019

Information about this early years setting

The childminder registered in 1994. She lives in Redhill, Surrey. She operates her service for most of the year. She works alongside her husband and daughter who are registered childminders. The childminder operates Monday to Friday, from 08:00 until 18:00. She is eligible to receive funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector
Kelley Ellis

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable for children.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years foundation stage curriculum
- The inspector considered how the childminder plans to work in partnership with parents and other professionals.
- The inspector checked the childminder's understanding of the safeguarding and welfare requirements.

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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