

Childminder report

Inspection date: 31 January 2023

Overall effectiveness	Good
------------------------------	-------------

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 are extremely happy, confident and sociable in this home-from-home environment. They are eager to join in with the interesting activities that the childminder carefully plans for them. For example, children learn about the importance of oral hygiene and use model teeth and toothbrushes in their play. This helps children to learn about healthy lifestyles.

Children behave very well. They listen to the childminder intently and follow her simple instructions. Children share and take turns, and they have lovely manners as they interact with each other and the childminder. Older children are extremely kind to younger children and help them to find resources they might like. The childminder promotes a respectful environment where every individual is recognised.

Children build their independence skills well with the childminder's thoughtful support. She offers praise as children do things for themselves. For instance, children try hard to take off their shoes and are confident to ask for help when they need it. Babies enjoy the freedom to toddle about. They beam with pride as they pull themselves up on equipment. The childminder is close by to offer them reassurance and help if needed. All children show a 'can-do' attitude and are proud of their achievements. This helps them to develop the skills they need for their next stage in learning.

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

- The childminder plans a broad curriculum which focuses on what children know and need to learn next. For example, younger children who are learning to walk are encouraged to stand and are supported to use things around them to practise walking. Older children are encouraged to count items as they play. They confidently count in sequence and think about what number comes next.
- The childminder plans a range of activities that she knows children will enjoy. For example, children show great delight as they explore dry pasta and rice with their fingers. They enjoy learning how to scoop and pour with spoons and cups. This helps to develop their fine and gross motor skills.
- The childminder generally supports children's language and communication skills well. She holds conversations with children during their play and introduces new words to extend their vocabulary. However, at times, she does not fully support younger children's communication skills. For example, she does not consistently copy and respond to babies when they make babbling sounds.
- The childminder understands that regular training helps her to keep her knowledge current and up to date. She attends regular training sessions, including webinars, which helps to support her professional development. For

example, recent training has improved her knowledge of how to support children's understanding of different cultures.

- The childminder teaches children how to stay safe online and to be mindful when they use digital devices at home. Although the childminder's knowledge of online safety is secure, she does not make the most of opportunities to help parents gain a better understanding of how to keep their children safe when using the internet at home.
- Children are developing a love of books. They know a number of traditional tales and stories, which the childminder reads regularly to them. This enables children to fully understand the stories and to hear new vocabulary. Children use this knowledge in their play. For instance, children enjoy using wooden blocks to create their own 'houses' after sharing the story of 'The Three Little Pigs'. They discuss whether the 'big bad wolf' will be able to blow the houses down.
- The childminder supports children to learn about good hygiene practice to contribute towards their well-being. For instance, they learn the importance of placing tissues in the bin before washing their hands to help prevent the spread of germs.
- The childminder provides children with plenty of opportunities for socialising with others by arranging trips with other childminders. She takes children on outings into the local community to learn about the wider world. For example, they enjoy woodland walks and visiting local toddler groups.
- Partnerships with parents are strong. Parents are extremely positive about the service the childminder provides. They state that they feel well informed about their children's progress. Parents say that she is 'kind and nurturing' and that they are 'very lucky to have the childminder in our lives'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children from harm. She knows the possible signs that a child's welfare may be at risk. The childminder understands the procedures to follow to protect children from harm. She has a secure understanding of the procedure she must follow if an allegation is made against her or a household member. The childminder teaches children about possible risks and hazards. For example, she teaches children about road safety when they go out on their daily walks. The childminder maintains a safe environment 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 interactions with younger children to fully promote their communication and language development

- share information with parents to help promote online safety when children access the internet at home.

Setting details

Unique reference number	EY445142
Local authority	Surrey
Inspection number	10228652
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	0 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 February 2017

Information about this early years setting

The childminder registered in 2012. She lives in Epsom, Surrey. The childminder provides care for children Monday to Wednesday, between 7.30am and 5.30pm, term time only. She can accept funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Richards

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 her evaluation of the setting.
- The childminder showed the inspector around the areas of her home used for childminding and explained how she organises the environment and the learning programmes for children.
- The inspector reviewed a range of the childminder's documents.
- The inspector took account of parents' views from their written feedback and talked to children and considered their experiences.
- The childminder and the inspector had discussions at relevant points during the inspection.
- The inspector observed a range of activities and interactions between the childminder and children, to help to evaluate the quality of education.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023