

Childminder report

Inspection date: 7 March 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder and her assistant are warm, caring and kind. They develop strong relationships with children and their families from the start. Children actively seek the childminder out to share experiences with them. They express themselves articulately. The childminder is sensitive and supportive in her role within the children's learning. She follows the children's lead and supports them to make choices about where and with what they want to play. This helps to empower children and build their confidence and self-esteem.

Children respond positively to the high expectations for their learning. For instance, they show good concentration as they explore building blocks, creating tall towers during play. Children receive clear and consistent messages about how to behave well. They are reminded gently to share toys and take turns. This helps children to manage their feelings effectively.

Children explore the environment with confidence. They are comfortable and express their needs and wants through speech and gesture. For example, children happily call out the childminder's name to support them with their play needs. They freely explore activities and resources with ease, including a garage and a toy kitchen, which supports children to use their imaginations and language skills. Children play in a clean and well-kept environment.

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

- Children receive encouragement and praise, both in their play and when they try something new. This helps to build children's self-esteem and confidence. Older children are kind and caring towards younger children. For example, they wait for their turn and share toys. Children sing familiar songs and dance to some of their favourite nursery rhymes. Children's behaviour is very good. They copy the childminder's good manners at all times, saying please and thank you.
- Children demonstrate good levels of independence and confidence. For example, children confidently wash and dry their hands before mealtimes to help to promote good hygiene practices. The children respond to the childminder's instruction for 'tidy-up time'. The fixed daily routines mean that children understand expectations.
- The childminder knows what the children can already do and what she wants them to learn next. She plays alongside the children and extends their learning by asking questions and gently making suggestions about what they can do better. However, at times, the childminder does not adapt activities to benefit younger children's learning experiences.
- Children enjoy daily outings to help support their good health, physical exercise and to widen their experiences. For example, the childminder and her assistant

plan trips to local parks, woodland and museums. Children enjoy weekly trips to local play groups to help promote their social skills and sense of identity within their community. These opportunities help children to learn about the world around them.

- The childminder and her assistant have a loving and friendly approach. They give children lots of cuddles and plenty of attention throughout the day. Children respond positively to this, which shows the close relationships they have with the childminder. Children have an excellent sense of belonging and positive levels of well-being and self-worth. For example, they are ecstatic to be in the company of the childminder, and smile and laugh as they interact together.
- The childminder has a strong partnership with parents, which contributes to children's good progress. From the outset, she provides parents with relevant information to help establish a consistent approach to children's care and education. Parents feel well informed about their children's learning. The strong partnership between the childminder and parents helps to meet children's individual needs. The childminder shares her own learning with parents about relevant topics, such as identifying the Strep A virus.
- Children develop an interest in books. They listen keenly as the childminder reads familiar stories, such as 'The Hungry Caterpillar'. Children squeal with delight as they are offered the chance to join in with retelling the story, feeding different food into the caterpillar while being careful not to get their fingers nipped. The childminder asks children questions as she reads. Children answer with enthusiasm. This helps them to make links in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have an excellent understanding of how to keep children safe. They create a very safe and secure environment for children to play and learn in, within the home and on outings. The childminder knows how to identify risk to keep children safe. She ensures that children are supervised at all times when they are eating meals, or snacks. The childminder updates her safeguarding training to help her understand about child protection, including female genital mutilation and the Prevent duty. The childminder has a good understanding of the signs that may indicate a concern about children's welfare, including abuse and extremism. She knows the procedures to follow to report any concerns of this nature.

What does the setting need to do to improve?

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

- develop ways of adapting activities to meet the learning needs and interests of younger children.

Setting details

Unique reference number	EY487512
Local authority	Surrey
Inspection number	10264647
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 5
Total number of places	5
Number of children on roll	10
Date of previous inspection	21 June 2017

Information about this early years setting

The childminder registered in 2015. She lives in Fetcham, Surrey. The childminder works with an assistant, who holds a childcare qualification at level 2. The childminder operates term time only, from 8am to 5.00pm, Monday to Thursday. She is in receipt of early education funding.

Information about this inspection

Inspector

Amanda Harrison

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 childminder.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke to the inspector during the inspection. The inspector viewed written feedback from parents and took account of their views.

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

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