

Childminder report

Inspection date: 9 March 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 demonstrate great enthusiasm for learning at the childminder's welcoming home. They happily engage in activities of their choice with interesting resources. Children play independently, as well as together. Overall, they learn to share and take turns and appreciate each other's help and cooperation. The childminder sensitively guides children who may need extra support to remember and follow the behaviour rules set by her. This means that children are developing a growing sense of right and wrong.

Children form close friendships and proudly name their 'best friends'. They develop warm attachments with the childminder, who is very responsive to their individual needs. For example, younger children's sleep routines are adapted to enable them to rest properly, ready for the day ahead. In this way, children feel safe and comfortable with the childminder.

Children's keen interest in books is clearly evident. They listen intently to the childminder, sharing their favourite stories and answering her questions about the storyline appropriately. Children's learning is further enhanced as they participate in activities related to a story. For instance, they eagerly search and gather the correct number of fruits that the caterpillar eats each day in the story 'The Very Hungry Caterpillar'. Children willingly pick up the book and retell the story independently, using their expressive voices effectively.

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

- The childminder gathers detailed information from parents about their children's abilities and interests when they first start. She uses this information, as well as her ongoing observations, to plan what children need to learn next. The childminder shares this information with parents on a monthly basis. She also provides them with strategies she uses to meet children's next steps in development. Parents use these at home, which helps children become competent learners.
- Children's communication and language skills are promoted well. For example, with younger children, she models and repeats key words as they play. These children begin to apply these words, such as saying 'apple' at lunchtime. Older children talk about their previous learning and make connections to their new learning. For example, they adapt lyrics of 'Baa, Baa, Black Sheep' to make up humorous endings. Children play with words and sing the last phrase as 'who lives down the drain'. They laugh and giggle as they understand the original meaning has changed.
- The childminder places a sharp focus on supporting children's independence skills. Children develop a can-do attitude and persevere at these tasks. For

example, during mealtimes, the childminder introduces a knife and guides children to use it safely to cut their food. Children are determined to master this skill. They listen well and follow step-by-step instructions of how to control the knife. Children enjoy the praise they receive for their achievements. This helps to raise their confidence and self-esteem.

- The childminder has a good working relationship with other settings that children may also attend. This works well, as they consistently work on areas to help children improve, such as when managing their self-care needs. This partnership has proved really beneficial to share suggestions and implement fresh ideas that continue to spark children's interests.
- The childminder is committed to continual improvement. For example, she researches online and keeps up to date with early years developments. However, the childminder has not fully considered how her professional development can help to improve her practice in meeting children's specific needs even more. This includes developing more ways for children to access activities when they speak English as an additional language.
- Children make good progress from their individual starting points. Older children are able to recognise groups of objects up to five by sight. However, at times, the childminder does not take into account how the curriculum is sequenced so that children's knowledge and skills are extended further. For instance, she asks these children to count items in a group one by one instead.
- Parents are very complimentary about the education and care the childminder provides. They feel that the regular updates about children's learning are very helpful for using similar strategies at home. They commend the childminder's approach in developing children's understanding of the world through real-life experiences, such as going on a bus.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe from harm. She knows the potential signs and symptoms that a child may be at risk of abuse, including exposure to extremist views and behaviours. The childminder has a good understanding of how to report and monitor any concerns about a child's welfare. She ensures her statutory training, including safeguarding and paediatric first aid, is up to date. The childminder regularly risk assesses her premises to ensure children are safe and secure. This includes when children are taken on outings, such as to the local park.

What does the setting need to do to improve?

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

- continue to enhance and develop teaching skills and knowledge to support all

children's learning

- deepen understanding of the curriculum to sequence children's learning more precisely, and to challenge and extend their knowledge and skills even further.

Setting details

Unique reference number	EY313581
Local authority	Surrey
Inspection number	10276389
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	13 July 2017

Information about this early years setting

The childminder registered in 2005. She lives in Horley, Surrey. The childminder opens Tuesday to Friday, from 8am to 6pm, all year round. She accepts funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sonia Panchal

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 childminder spoke to the inspector about what she wants children to learn.
- The inspector observed interactions between the childminder and children.
- The childminder and inspector carried out a joint observation of an activity and discussed the impact on children's learning and development.
- Parents shared with the inspector their views about the education and care their children receive.
- The inspector spoke to children at appropriate times in the day.
- The inspector looked at relevant documentation.

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