

Childminder report

Inspection date: 15 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	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled with the childminder and her assistant. They have formed good bonds and enjoy having cuddles. The childminder and her assistant know the children well and respond swiftly to meet their needs. As a result, children feel safe and secure.

The childminder and her assistant play alongside and support children's learning by introducing exciting new words. They listen to what children have to say and ask open-ended questions. Adults leave a pause to give children time to process language and think of a reply. This helps children develop good speech and language skills.

Children are developing a love of books, and can access them independently. They enjoy snuggling with the childminder and her assistant and listening to stories. Children turn the pages and enthusiastically point to pictures in the book. They say familiar keywords, which the childminder repeats clearly. This supports children's early literacy skills.

The childminder encourages children to be creative. She provides a range of resources for children to explore. For example, children relish making handprints with paint. The childminder adapts this well for all children of all ages taking part. She adds extra materials to extend the activity to keep older children focused and engaged. Children enjoy being freely creative and are proud of their creations.

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

- The childminder communicates well with parents. For instance, she completes a daily diary to provide feedback of each child's day. Parents are extremely happy with the care the childminder and her assistant provide. They say their children have fun, are happy, safe and are making good progress.
- The childminder and her assistant have high expectations for children's behaviour. They remind children to say 'please' and 'thank you', and encourage them to use 'kind hands'. During games, children learn to work together and share resources. For example, children enjoy taking turns to drop toy coins into a large piggy bank. They laugh and clap when music plays, as their coin successfully drops through the slot. The childminder praises good sharing and the young children respond with smiles. This shows children are developing good social skills and begin to understand rules and boundaries.
- To enrich the curriculum the childminder organises trips, such as to playgroups, parks and the library. These experiences provide opportunities for children to meet other people and learn about the world around them.
- The childminder works extremely well with her assistant. She provides her with

support to develop her skills and knowledge. They are both passionate and have ideas to develop their provision further. For example, they intend to add resources and improve the outside area. Their constant cycle of evaluation keeps practice fresh and up to date.

- Children delight at singing and dancing to familiar songs. The childminder asks children for their ideas to help them feel valued. Everyone joins in with the song, children giggle, clap and follow actions. This creates a fun and exciting environment for children to express themselves and build their confidence and self-esteem.
- Children are learning to adopt a healthy lifestyle. The childminder provides nutritious snacks and promotes healthy eating. She provides opportunities and equipment for children to be physically active and enjoy the outdoors. This supports children's health and well-being.
- The childminder has good hygiene practices in place. For example, children can independently access tissues and wipes. The childminder and her assistant teach children how to wipe their noses and put the tissues in the bin. They explain the importance of washing hands and as a result, children have established good self-care routines.
- Generally, the childminder introduces mathematical concepts, such as shapes, weights, and measures. For example, during cooking activities the childminder helps children weigh ingredients. However, the childminder does not fully recognise opportunities during free play to introduce children to simple number concepts, such as counting and developing a deeper understanding of numbers to ten. This does not fully support all children's development of mathematics.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have completed safeguarding training. They know the signs that could indicate a child might be at risk of harm or abuse, and know how to record and report their concerns when necessary. The childminder knows the correct procedures to follow in the event of an allegation against herself or her assistant. The childminder completes risk assessments in her home and also on outings. She checks that her premises, equipment and play areas are safe to use. The childminder and her assistant have both completed paediatric first-aid training and record accidents appropriately.

What does the setting need to do to improve?

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

- seek professional development opportunities to strengthen the delivery of mathematics for all children.

Setting details

Unique reference number	EY472748
Local authority	Surrey
Inspection number	10280648
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	3 August 2017

Information about this early years setting

The childminder registered in 2014. She lives in Tadworth, Surrey and works with an assistant. She offers care from Monday to Friday, from 7.30am to 6.30pm, for most of the year. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Smith

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 provider and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early day foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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