

Childminder report

Inspection date: 27 April 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

Children show they feel safe and secure in the childminder's warm and attentive care. They readily approach her for cuddles and reassurance, snuggling in close for comfort. Children benefit from plenty of praise and encouragement from the childminder. They beam with delight and laugh as they play. The childminder clearly supports their self-esteem and emotional well-being effectively.

Children know where things belong, such as where to find their shoes before going outdoors. They make independent choices about what to play with and where to play. Children are confident to ask for help when needed. They are self-motivated and eager to explore and play. For example, children are excited to investigate the resources and activities the childminder has prepared to support their learning. They use different equipment to pour and measure water, and practise their throwing skills with balls and bean bags. Children listen carefully to instructions and show they are proud of their achievements. They learn a good variety of skills that will support them to move on to the next stage of their education. Children have positive attitudes to each other and their learning.

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

- The childminder has a secure understanding of how children develop and knows what is age appropriate for children to learn. This enables her to plan a suitable and meaningful curriculum for children. She provides children with a good range of activities, experiences and resources to help motivate and engage them in their learning.
- The childminder knows the children in her care very well. She plans purposeful activities for children to support their learning effectively. For instance, children learn the names of farm animals as they play. The childminder takes children on outings, such as to see real animals at the farm. She supports them to develop an understanding of the wider world.
- Children benefit from being in the care of the childminder who is a positive role model for their speech. She introduces them to new words and helps them to develop good manners. Children show they are confident communicators.
- The childminder encourages children to recall past events and teaches them about new concepts as they play. For instance, children find numbers hidden in with the farm animals. However, the childminder does not fully support children's early mathematical understanding. She does not help children link the numbers to quantity. This does not help children make the very best progress in their learning.
- Children are curious learners. For instance, they are fascinated by the water dispenser and focus intently on exploring the tap. The childminder allows children time and space to get deeply involved in their learning.

- The childminder supports children's physical development effectively. They learn to drink from open cups and enjoy a range of nutritious meals and snacks. Children learn about the importance of good oral health, such as when as they brush their teeth after breakfast. The childminder helps children to learn about healthy lifestyles and positive hygiene routines.
- Children behave well. The childminder asks children to meet her expectations for behaviour, but occasionally she does not enforce these consistently. At times, children receive mixed messages about the childminder's expectations for their behaviour.
- The childminder builds positive partnerships with other settings that children attend. This helps to ensure high levels of continuity for children's care and learning.
- The childminder seeks out training opportunities to develop her skills and knowledge to benefit the children in her care. She asks parents for their feedback to help her to evaluate her setting. The childminder plans changes and developments using her training and feedback, such as improvements to the outdoor learning space.
- Parents report very positively about the care the childminder provides for their children. They say the childminder is an effective communicator, so they feel 'well-informed' about their children's time at the setting. Parents comment their children are developing into 'confident and inquisitive' children who are thriving in the childminder's care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to keep children safe. She knows what safeguarding concerns there may be in her local area and is alert for possible indicators of abuse. The childminder understands the different reporting procedures to follow in her local authority. For instance, if she has any concerns about children's welfare or if there is an allegation made against her. The childminder ensures that her setting is clean and safe for children to play and learn in.

What does the setting need to do to improve?

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

- build on teaching opportunities through play to enhance children's understanding of early mathematical concepts
- use more consistent messages to help children learn what is expected of them.

Setting details

Unique reference number	EY471256
Local authority	Surrey
Inspection number	10280330
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 3
Total number of places	5
Number of children on roll	5
Date of previous inspection	18 September 2017

Information about this early years setting

The childminder registered in 2010 and lives in Horley, Surrey. She provides care Monday to Thursday, all year round, from 7.30am until 5.30pm.

Information about this inspection

Inspector
Emma Dean

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 this into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning. The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector observed the quality of education being provided indoors and outside and assessed the impact this was having on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of suitability of household members.

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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