

Childminder report

Inspection date: 9 May 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

The childminder provides a warm and welcoming home-from-home environment. Children demonstrate that they feel secure with the childminder as they snuggle into her for reassurance. For example, the childminder offers cuddles to children when they are unsure of the visiting inspector. Children are happy and have a positive attitude towards learning. They confidently self-select toys and activities of interest to them. For instance, children choose a cardboard carriage and make 'clip-clop' noises and tell the horse to slow down while they pretend to be the king and queen at the coronation. Children display high levels of involvement. They stay at activities for long periods of time. For example, children explore different-coloured shaving foam and spend time making patterns. Children receive lots of praise from the childminder as they play, which helps to raise their self-esteem. The children relish the praise and respond positively.

The childminder has high expectations of what children can achieve. All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress in their learning.

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

- The childminder has a fully inclusive setting. She celebrates diversity with the children. For example, she reads a range of stories, celebrates festivals that are relevant to the children and provides varied resources. The childminder works hard to help children celebrate each person's unique qualities through regular discussions while out and about in the community. She learns sign language so that children learn different ways to communicate effectively with others.
- The childminder supports children's language development effectively. She engages in conversations with the children during play, helping them to pronounce words correctly when necessary. She consistently helps to extend children's vocabulary and their understanding of new words. For instance, she asks children to pass her 'orange' and 'circle' jewels when making crowns. This leads on to discussions about colours and shapes. Children are surrounded by a language-rich environment, which supports their good progress.
- The childminder supports children's oral health. She provides healthy food and drinks and has discussions about brushing teeth as part of the daily routine. Children gain a secure understanding of practices that contribute towards good health. For example, they make decisions about what healthy snack to eat and talk about which foods are unhealthy if eaten in large quantities. Children have exciting opportunities to practise brushing teeth with their fingers and using large teeth pictures and toothbrushes.
- The childminder provides the children with a wide range of interesting activities. She takes children to local parks, playgroups and woodland to meet other

children. Children learn how to interact with others and develop their social skills in larger groups, in preparation for school.

- Overall, the childminder supports children's growing independence well. Children are encouraged to develop self-help skills. For example, they are shown how to independently wash their hands, drink from glasses and to collect and put on their own shoes. However, at times, the organisation of change-over times during the day, such as going out to the garden and tidy-up time, is not organised effectively. This means that children wait for prolonged periods and become distracted and restless.
- The childminder has sound arrangements in place to help new children to settle in, and she takes into account their starting points. For example, she has an in-depth discussion about each child's current abilities, likes and dislikes. Children then visit at different times of the day to help them become familiar with the setting. This helps to make new children feel safe, secure and happy.
- The childminder shares new ideas with other childminders and listens to parents' feedback, to improve her practice. The childminder accesses training courses and other useful information online to update her skills and knowledge. Recently, she developed her outdoor provision, so the children have even more opportunities to grow food and engage with physical activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of how to safeguard children. She ensures that her home is always safe and secure. For example, the front door is locked, and checks on toys and equipment are completed regularly to make sure they are in good working order. The childminder completes relevant safeguarding training and is able to identify possible signs that a child's welfare may be at risk. She understands what procedures to follow should a concern arise. This includes what action to take if an allegation was made against herself or her family. The childminder completes regular first-aid training to support children appropriately in the event of an accident.

What does the setting need to do to improve?

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

- improve the organisation of the time between activities to help ensure that children do not have to wait for long periods, to support their learning more consistently.

Setting details

Unique reference number	EY487156
Local authority	Surrey
Inspection number	10276437
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	2 to 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	14 July 2017

Information about this early years setting

The childminder registered in 2015. She lives in Caterham, Surrey. She cares for children from Monday to Friday, throughout the year. The childminder holds a relevant childcare qualification at level 3. The childminder is in receipt of funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Bev Boyd

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.
- During a learning walk, the inspector and the childminder held discussions about how the learning is organised and planned for the children.
- A joint observation was carried out by the inspector and the childminder.
- The inspector spoke to the children throughout the inspection.
- Parents provided written feedback during the inspection, and the inspector took account of their views.
- The inspector viewed documents, such as suitability checks, safeguarding policies and the childminder's first-aid certificate.

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