

Childminder report

Inspection date: 10 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	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children access a home-from-home environment where they develop skills of empathy and kindness, enabling them to thrive. The childminder plans the learning environment and curriculum effectively to enable children to explore freely. They can lead their own play, and the childminder and assistant are on hand to support and extend learning. Children thoroughly enjoy outdoor play. They explore the garden and manage to successfully negotiate the step, showing great large-muscle skills. They giggle with great delight as they catch and pop the bubbles. Children watch in awe and wonder as they observe a mayfly that had found its way into the house. They talk about the wings and how it flies, its colour and where it had come from.

Children begin to recognise the names of dinosaurs and are able to explain that one is a pterodactyl. The childminder extends their understanding of species, explaining how pterodactyls fly just like birds. This expands children's vocabulary and awareness of history and the natural world. Children learn to understand and use mathematical language and concepts in their play. For example, they count the numbers of teeth in the toy crocodiles' mouths and understand to place toys next to the other when matching them. The childminder supports children's awareness of similarities and differences. For example, they explore food and cultures from around the world, expanding their knowledge of the wider world.

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

- The childminder and her assistant have a clear understanding of children's development and what they need to learn next. They sequence learning effectively so that children are secure and confident in their knowledge before moving them on. The childminder works successfully in partnership with other early years settings that children also attend. This promotes consistency in children's development.
- Children learn to share with each other under the gentle guidance of the childminder and assistant. They are both effective in using different behaviour management techniques, such as distraction. For example, when one child wanted a ball, another child gave him a different ball, and the childminder then suggested a game of rolling the balls. This enabled them to play together and share the resources.
- Children learn the names of lots of different animals. The assistant introduces new ones, such as toucan, to further extend their vocabulary. However, on occasion, the childminder does not use the correct pronunciation for things. Additionally, they both ask effective questions but promptly answer these for the children. This does not help children to understand the flow of conversations and enhance their communication and language skills.

- Partnerships with parents are good. Parents comment that the childminder and her assistant 'always go over and beyond' and that their child's 'learning, talking and confidence has grown immensely'. The childminder acts on feedback from parents to enable her to continually make worthwhile improvements to her provision.
- Children share a love of role play. They pretend to have tea parties, make ice creams and visit the coffee shop. Children load their ice-cream cones with the scoops of ice cream and place a cherry or sprinkles on the top. The childminder encourages memory recall by talking about past events, such as buying an ice cream from the van.
- Children develop a keen interest in books and stories. They sit with the childminder to read the book they have chosen. When children identify things such as trees, the childminder extends this by informing them that it is a palm tree. They feel the different textures on the pages, learning how they feel to touch.
- The childminder supports the work of her assistant, and they work harmoniously as a team. They undertake training to further increase their knowledge and skills. For example, the childminder refreshed her understanding of safe sleeping when a new and younger child was going to be attending the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant regularly update their knowledge of child protection. They recognise the indicators that may cause them concern and how to refer these to the relevant professionals. They understand wider safeguarding factors, including extreme views and behaviours. The childminder and her assistant constantly risk assess and minimise hazards throughout the day. They check the garden and remove rainwater and dry items. Children learn about their own safety and the rules in place. For example, the childminder supports younger children to close the zip when they are on the trampoline. The older children show that this is embedded knowledge as they do this readily.

What does the setting need to do to improve?

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

- build on children's awareness of the flow of conversations to extend speaking skills further
- strengthen children's understanding of the correct pronunciation of words to increase their language development.

Setting details

Unique reference number	EY370014
Local authority	Surrey
Inspection number	10270144
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	6
Number of children on roll	7
Date of previous inspection	7 December 2022

Information about this early years setting

The childminder registered in 2008. She lives in Merstham, Surrey. The childminder has a childcare qualification at level 3. She provides care for children between 7.30am and 5.30pm on Wednesday and Thursday. The childminder works with an assistant, who is her mother.

Information about this inspection

Inspector

Helen Penticost

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children interacted with the inspector throughout the inspection.
- The inspector took account of parents' views through written feedback.
- The inspector observed the quality of education being provided and assessed the impact of this on children's learning.
- 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.

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