

Childminder report

Inspection date: 19 May 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 are happy and content with this enthusiastic childminder. They respond well to the childminder's positive energy and show an eagerness to play and learn. They have formed strong bonds with the childminder, who has high expectations for them. Children freely explore the toys on offer, independently and with others. They develop high levels of confidence and show that they feel secure.

Children develop a love of reading. The childminder has a good range of books, such as story and information books related to children's interests. Children enjoy giving books to the childminder to read. They pay particular attention to the pictures and talk about them. For example, younger children learn names of farm animals and the noises they make. Older children hear and apply new words, such as 'enormous' and 'massive'. In this way, children's vocabulary is increased and retained.

Children behave well. The childminder reminds them to use good manners, such as saying 'thank you' and 'please'. She gives lots of praise, especially when children independently manage their own self-care needs. For example, older children wash their hands properly before meal times and after using the toilet. They talk about the importance of washing hands and say they do it so they 'do not get poorly'. Younger children feed themselves holding a spoon with increasing control. This helps children understand the importance of good health routines.

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

- The experienced childminder is committed to her ongoing professional development. She is part of a local childminders' group and together they organise regular training sessions to enhance their knowledge and skills. For instance, the childminder has recently completed a self-regulation course to support children's emotional development. She uses her newly learned skills to help children recognise their emotions. Children show compassion and consideration towards each other, particularly when sharing their toys.
- The childminder organises regular trips for children. For example, they visit parks, attend toddler groups and enjoy farm outings. Children practise their developing physical skills, enjoy socialising with others and observe farm animals first-hand. Older children talk with interest about their most recent trip to the farm. They explained how they really enjoyed meeting the goats. These experiences help to support their understanding of the world around them.
- Children's mathematical skills are developing well. For instance, older children accurately count the number of ducks in a book. They competently adjust their answer as they see more or fewer ducks. This shows their enhanced understanding of simple addition and subtraction. Younger children hear the

sequence of numbers when counting. They recognise there is a pattern and practise saying the numbers in order.

- The childminder gets to know children's capabilities well. She uses her observations and assessments of children's learning and development to identify their next step to progress. However, on occasions during children's self-chosen play, the childminder is too quick to tell them what to do. For instance, when giving children a challenge to section off groups of toy animals, she finds long construction bricks for them to use. This does not allow children to think for themselves, or fully explore and test out their own ideas.
- The childminder provides children with exciting activities that capture their interest, such as a farm scene with a variety of textures to explore. However, when teaching a group of mixed-aged children, the childminder does not always fully consider every child's needs. She is often more attentive to older children's learning as opposed to the quieter or younger ones. For instance, quieter and younger children have less opportunity to answer the childminder's questions, as older ones have already responded. This means that, at these times, younger children's learning is not taken to the highest level.
- Parents speak highly of the education and care their children receive. They appreciate the childminder's efforts to provide a range of outdoor experiences in the local community and beyond. Parents comment on the opportunities they have to work alongside the childminder to consider ways of supporting their children. They say that this approach has helped to support routines, such as helping children to have a restful sleep.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her safeguarding training. She can confidently recognise potential signs and symptoms that may indicate a child is at risk of harm, including exposure to extremist views and behaviours. The childminder has a good awareness of the procedures for recording and reporting any concerns she may have to the relevant agencies. She knows the correct procedures to follow if an allegation is made against herself or another member of her household. The childminder carries out ongoing risk assessments to ensure her home is safe and secure for children.

What does the setting need to do to improve?

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

- use more effective strategies to give children time to think about solutions and apply their own ideas to overcome challenges
- improve the quality of teaching during group activities, to ensure all children are included, engaged and learning to their full potential.

Setting details

Unique reference number	EY321155
Local authority	Surrey
Inspection number	10285380
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	4 October 2017

Information about this early years setting

The childminder registered in 2006. She lives in Ash, in Surrey. The childminder operates Tuesday to Friday, between 7.30am and 5.30pm, all year round. She accepts funding for the provision of 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 showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder discussed with the inspector what she wants the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector jointly evaluated a group activity.
- Parents shared their written views of the education and care their children receive 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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