

Childminder report

Inspection date: 13 June 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children arrive eager to start their day with the childminder and her assistants. The childminder and her assistants plan individualised settling-in sessions to help children develop a sense of belonging in the setting. The childminder communicates with parents to discover what is important to families. Children form warm relationships with the childminder and her assistants, who know the children very well. This helps children to feel safe and secure.

Children develop a love of books. Older children recall their favourite story about a bear hunt. They anticipate what is going to happen next. Younger children thoroughly enjoy joining in with a broad range of songs and rhymes. The childminder and her assistants introduce new words as children play to support their early language development. Children develop the small muscles in their fingers and hands through opportunities such as preparing their snack and drawing. These experiences help to support children's early writing skills in preparation for school.

Children are well behaved. The childminder and her assistants help children to learn about their emotions in a way that is appropriate for their age and stage of development. They talk to children about their feelings, and their caring interactions help children to behave kindly towards one another.

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

- The childminder and her assistants offer a balanced curriculum that is based on children's needs and interests. They make ongoing assessments of children's learning and use these to plan their next steps in learning. The childminder has a clear goal for what she wants children to learn and supports them to move on to their next stage of development. She plans a wide range of meaningful activities that motivate children to learn.
- The childminder and her assistants promote children's communication and language skills well. They model language with the children as they engage in their play. For example, they help younger children to identify different colours, such as silver, as they create pictures with stickers. This helps to broaden children's vocabulary.
- Children have a good understanding of the setting's routines. They understand that they need to wash their hands before mealtimes and put their shoes on before going in the garden. Occasionally, there are times when children are left waiting, such as during transitions between activities. As a result, children become distracted and unsettled.
- The childminder and her assistants interact well with the children when they play. For example, they pour water and explore porridge oats outdoors. Children

thoroughly enjoy these sensory activities. However, when children play independently, the childminder and her assistants do not support children to use their own ideas to extend their learning even further. The childminder does not consistently coach and support her assistants to further raise the good quality of teaching practice.

- Children learn how to live healthy lifestyles. The childminder and her assistants talk to them about healthy foods and provide nutritious snacks. Children make choices about the fruit that they would like to eat at snack time. Furthermore, the childminder talks to children about their recent visit to the dentist. This gives children opportunities to learn about oral hygiene.
- Children develop their independence well. The childminder carefully selects equipment and considers what is safe and appropriate for each child. She watches children closely as they use scissors, and children talk about having to be careful. Children are proud of their progress when they cut paper.
- The childminder and her assistants have high expectations of children. They gently remind young children to use good manners throughout the day. This helps to develop children's positive behaviours.
- Partnerships with parents are good. They comment on the relationships their children build with the childminder and her assistants. Parental feedback demonstrates how pleased they are with the care and learning opportunities the childminder provides for their children. The childminder's communication is strong. She regularly communicates through various methods of electronic contact. This helps to keep parents informed about their children's day.
- The childminder's assistants say that they feel valued and supported. For example, the childminder supports her assistants to undertake additional qualifications in early years.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure knowledge of safeguarding matters. They know the signs that might give cause for concern about a child's welfare. The childminder has effective procedures in place to record any concerns. She knows when and who to refer to if needed. The childminder and her assistants supervise children well. They carry out daily safety checks to help reduce hazards and minimise accidents. The childminder and her assistants ensure that children learn about potential risks as they play. For example, they explain to the children the importance of keeping safe in the sun.

What does the setting need to do to improve?

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

- refine the transitions between routines and activities so that children are not left

waiting for prolonged lengths of time

- extend the supervision, coaching and mentoring of assistants to focus more firmly on increasing their teaching skills to a higher level.

Setting details

Unique reference number	EY401497
Local authority	Surrey
Inspection number	10289256
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	18
Number of children on roll	10
Date of previous inspection	17 November 2017

Information about this early years setting

The childminder registered in 2009 and lives in Hersham, Surrey. She operates all year round from 8am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds an early years qualification at level 3. She works with two assistants.

Information about this inspection

Inspector

Kelly Lane

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 setting.
- The childminder and the inspector discussed how the early years provision is organised, including the aims and rationale for the curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder, her assistants and children.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable for children.
- Parents shared their views of the childminder with the inspector.
- The inspector sampled key documentation made available at the inspection.

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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