

Childminder report

Inspection date: 16 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	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time in the care of the kind and attentive childminder and her assistant. The childminder offers a settling-in process that is tailored to meet the individual needs of children and their families. She closely mirrors their routines at home. As a result, children feel safe and secure in the childminder's care. Children behave very well. Babies and young children are beginning to understand and comply with daily routines. For example, they are learning the importance of washing their hands before meals. The childminder and her assistant ensure that children are comfortable during nappy changing. For example, they sing nursery rhymes and chat animatedly to children to keep them occupied.

The childminder provides a range of toys and resources to meet children's individual needs and interests. Consequently, children are keen to explore the environment and spend periods of time concentrating and enjoying activities of their choosing. Babies and young children enjoy cuddling up with the childminder and her assistant as they read picture books together. They watch with interest as the childminder points out the colourful pictures and introduces single words to describe what they see. Babies are keen to communicate, pointing and babbling happily in response. The childminder plans a range of outings to broaden children's experiences. These include visits to local toddler groups, where children can access a broad range of activities and socialise with other children.

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

- The childminder has a secure understanding of how to support children's development. She and her assistant monitor children's development closely and know what they want children to learn next in order to move on to the next stage in their learning. However, the childminder does not always plan activities or organise the environment precisely enough to fully support these learning intentions and to ensure children are consistently engaged in meaningful learning.
- Young children and babies have daily opportunities for fresh air and exercise, which benefits their growing physical skills. They visit local parks where they can access physical play equipment appropriate for their age. The childminder makes the most of these opportunities to help children to learn about the natural environment and the world around them.
- The childminder and her assistant gently reinforce their expectations for behaviour. For example, they remind children to say 'please' and 'thank you'. As a result, young children are starting to learn the importance of good manners. Children follow instructions well. They enthusiastically help to tidy away toys before they have their snacks and meals.

- Children learn about shapes, colours and numbers. Young children are starting to count in sequence as they connect building blocks together to make towers. The childminder introduces positional language as children move animals up and down the tower on a ladder. She asks children questions about colour, shape and number to help them recall what they have learned, allowing them ample time to respond to her questions.
- Partnerships with parents are positive. Parents praise the childminder and her assistant for their warm and caring approach towards their children. They feel that their children are always happy to attend the childminder's setting each day. The childminder provides daily feedback for parents about the care and activities provided. However, she does not routinely provide parents with detailed information about their child's development and the ways in which they can build on their child's learning at home.
- The childminder and her assistant provide good opportunities for babies and young children to develop their small physical skills. For example, babies giggle as they use utensils and spoons to splash the water. Children enjoy investigating using jugs, containers and utensils to pour and scoop water. This, together with experimenting and exploring with pipettes, helps them to build the muscles in their hands, which in turn supports their early writing skills.
- Children enjoy a wide range of balanced and nutritious snacks and meals, which the childminder prepares on a daily basis. This helps children to learn about healthy lifestyles. The childminder and her assistant are fully aware of the importance of safe food preparation for children and young babies to avoid the risk of choking hazards.
- The childminder is very reflective of her practice and is keen to further extend her existing knowledge of how to support children's learning and development. She is clear about how she intends to do this through research and online training opportunities. She makes sure that her own and her assistant's paediatric first-aid training is kept up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have recently undertaken safeguarding training to refresh and update their existing knowledge. As a result, they both have a clear understanding of the signs that could indicate a child is at risk of harm. They are both clear about the processes they must follow if they have concerns about a child's welfare. This includes the action they should take if an allegation is made against them. The premises and areas where children play are safe and secure. The childminder and her assistant ensure that children are supervised at all times. They regularly check babies and young children when they are sleeping.

What does the setting need to do to improve?

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

- review the organisation of the environment and the way in which activities are planned to ensure that activities have a clear intent and that children are consistently engaged in meaningful learning
- enhance partnerships with parents so that they receive regular updates about their children's development in order to support, complement and extend on children's development at home.

Setting details

Unique reference number	122315
Local authority	Surrey
Inspection number	10298705
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	0 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	14 November 2022

Information about this early years setting

The childminder registered in 1994. She lives in the borough of Epsom and Ewell. Her husband works as her assistant. The childminder offers her service from Monday to Friday, from 7am to 6pm, all year round. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Carla Roberts

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 childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views on the setting in writing with the inspector.
- The childminder provided the inspector with a sample of key documents on request, including evidence of paediatric first-aid training.

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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