

Childminder report

Inspection date: 29 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	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy spending time at the childminder's home. They settle quickly and form good relationships with the childminder. She offers comfort and cuddles when they seek her for support and reassurance. This helps to support children's emotional well-being. The childminder offers toys and resources to engage and support children in activities, and play is based on their individual interests. For example, children choose whether to play indoors and outside, as they are encouraged to make choices that support their independence. Children learn to take responsibility for completing various small tasks themselves, such as washing their hands, putting on their coats and fastening their shoes.

Children relish in opportunities to visit local parks, farms and playgroups with the childminder. They meet with other childminders and children, which builds on their confidence and social skills. The childminder ensures children are physically active as they participate in exercises and move to music or songs with actions. Children develop good hand-to-eye coordination as they see how high they can throw and catch the balloons or throw balls to knock down skittles.

The childminder's curriculum supports children to build on what they know, based on their interests. For example, children talk about the childminder's pet dog and show interest in learning new vocabulary, such as beagle, dalmatian and poodle, as they look at pictures and learn about different breeds.

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

- The childminder gets to know children well through an effective settling-in process and ongoing communication with parents. This ensures that the childminder knows and understands each child's individual needs, including health requirements, prior to them starting. Consequently, children quickly settle into their daily routines and develop strong relationships with the childminder and their friends.
- The childminder's regular assessment of children's learning and development ensures that children are making good progress. The development checks for children aged between two and three years are shared with parents and health visitors. This helps to support children's learning at home and achieve good outcomes in their development.
- The childminder supports communication and language well. She engages in meaningful conversations with the children and gives them time to think and respond to questions that she asks. Subsequently, children make rapid progress in their listening and speaking skills, including children who speak English as an additional language.
- Children learn about their community and the wider world around them,

including through frequent outings with the childminder. She uses these opportunities to introduce children to a range of different learning experiences. For example, she takes children to join the elderly residents of a nearby care home in a music and singing session. Children develop an appreciation of different people and learn about the local community they are part of.

- The childminder models using good manners, which encourages children to be polite. She gives children verbal praise for their achievements and develops their awareness of her behaviour expectations consistently. However, sometimes the childminder does not extend children's understanding about the reasons for needing to behave in an acceptable way. This does not consistently help children to deepen their knowledge of how their behaviour may have an impact on themselves, or others.
- Parents value the childminder and describe her as a member of their family. The childminder talks with parents when they collect their children, sharing information about their daily activities. Parents are particularly grateful for the wide range of activities and learning opportunities that their children participate in, especially outings. Subsequently, they feel children thrive in the childminder's care. They comment on the positive impact it has had on the children's development as they grow in confidence.
- The childminder enhances her continual professional development by seeking out training opportunities, both online and through the local authority. However, she does not always target training to where there are gaps in her knowledge and skills to support children's individual needs and develop her teaching skills more precisely.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed all required training, such as paediatric first aid and safeguarding children. She demonstrates sound knowledge and understanding of child protection. For instance, she is able to identify signs and risk factors of abuse such as physical abuse, neglect, female genital mutilation and extremist views and/or beliefs. The childminder understands what to do if she has any concerns. She is confident to make referrals, when appropriate, and to work closely with other agencies to support families. Thorough risk assessments mean that children are safe in her home and when on their numerous outings.

What does the setting need to do to improve?

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

- build on the good behaviour management strategies to help support children's understanding of the rules and boundaries and how their actions can affect others

- identify further ways to enhance practice through relevant professional development opportunities in order to help to refine and enhance teaching skills precisely.

Setting details

Unique reference number	EY471762
Local authority	Surrey
Inspection number	10289433
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	24 November 2017

Information about this early years setting

The childminder registered in 2014 and lives in Epsom, Surrey. She provides care Monday to Friday, from 7.30am to 6pm, all year round. The childminder is in receipt of funding for the provision of free early years education to children aged three years.

Information about this inspection

Inspector

Shona Allerton

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 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 of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- Children communicated with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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