

Childminder report

Inspection date: 3 July 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder knows the children well and is attentive to their individual needs. This helps children to settle quickly and form secure relationships with this caring childminder and with the children who also attend. The childminder gathers important information about each child when they first start. She builds an effective curriculum that enables children to build on what they already know. She has high expectations for all children. Children are happy, keen to learn and are making good progress. They are beginning to recognise numbers and colours and use this learning during their play. For example, children proudly point to the picture of the yellow starfish and explain that it has two eyes.

The childminder develops children's awareness of behaviour expectations consistently. This helps children to regulate their own behaviour and recognise the impact it can have on others. Children are learning how to share, take turns and be kind to each other. They are inquisitive learners and show great determination in practising new skills. For instance, children use a fishing rod to hook plastic fish out of the water. Children smile at the childminder and enjoy the praise and encouragement they receive.

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

- The childminder uses children's interests to plan activities they will enjoy. For example, she provides a variety of containers at the sand and water activity for children who are interested in pouring and transporting. This helps children to actively engage in their play because the activities stimulate their interest. However, at times, the childminder does not use these opportunities precisely enough to focus specifically on what individual children need to learn next.
- Children enjoy playing energetically outside in the childminder's well-resourced garden. They climb, balance and ride wheeled toys. Children search in the activity tray to find aquatic creatures. They use small liquid droppers to squeeze water onto the creatures they find. Children use their fingers and thumbs to move the sand around the tray and talk about making sandcastles. They regularly go to farms and places of interest. These experiences help to promote children's physical development and help them gain an understanding of the wider world.
- The childminder teaches children how to put their outdoor shoes on. Children help to tidy up at the end of their play and are learning that this helps them to stay safe from trips and falls. They learn how to use a spoon to serve themselves fruit at snack time. Children develop good independence skills.
- The childminder teaches children the importance of good hygiene. Children demonstrate their understanding through knowing that they must wash their hands at mealtimes. The childminder helps children to understand how to take

good care of their teeth. This is through planned activities and discussions. This supports children to learn how to follow a healthy lifestyle.

- Overall, children use a good range of language, and they communicate confidently with the childminder. They enjoy listening to stories and singing songs together. However, at times, the childminder does not allow children sufficient time to think about their own solutions or responses to her questions. This does not fully support children in making the best possible progress in their language and communication skills.
- The childminder forms good partnerships with parents. She gives daily feedback on their children's day and progress. The childminder works well with parents to support children's development. For example, she gives parents ideas of how to continue their children's learning at home. This supports good levels of continuity in children's care, learning and development. Parents speak highly of the childminder. Written comments reflect that parents are very happy with the childcare their children receive.
- The childminder understands the importance of continuing to develop her skills and knowledge. She reads early years articles and talks with other professionals to share ideas about good practice. The childminder uses the knowledge she gains to help support children's emotional needs. Children behave well. They are learning positively how to manage and regulate their own emotions and feelings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the potential signs and symptoms of abuse and neglect. She understands her duty to protect children from harm and knows what to do if she has concerns about a child's safety. The childminder understands her duty to be vigilant to indicators that a child is at risk of being drawn into county lines. She knows the procedures to follow if an allegation is made about herself or a household member. Children are taught how to keep themselves safe. For example, the childminder teaches children about the importance of how to use climbing apparatus safely.

What does the setting need to do to improve?

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

- ensure children are given time to think and respond to questions to help to consolidate their learning
- strengthen the planning of activities to focus more precisely on what individual children need to learn.

Setting details

Unique reference number	2627675
Local authority	Surrey
Inspection number	10295624
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 2
Total number of places	5
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Epsom, Surrey. The childminder operates on Monday to Friday, from 7.30am to 5pm, all year round. This is with the exception of bank holidays and family holidays. She receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector
Hazel Farrant

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 and the childminder completed a learning walk around all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents. This included evidence about the childminder's suitability and training.
- The inspector talked with parents to seek their views about the childminder. Written comments from parents were also read and considered during 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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