

Childminder report

Inspection date: 4 December 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

Children benefit from the care and teaching that the childminder provides for them. She uses children's previous experiences to encourage them to engage in activities that they would not normally take part in. For instance, she uses children's fascination with a rainbow in the sky to organise a craft activity. This inspires children to show an interest in mark-making as they focus their attention on decorating their pictures. The childminder supports children to name the various colours, and she gently corrects them when they give the wrong answer. This helps to build on and strengthen children's knowledge.

The childminder implements effective strategies to promote positive behaviour. She reminds children to say please and thank you at appropriate times, and children demonstrate good manners as they learn to use these words in the correct context. The childminder praises children when they achieve a task, which helps them to build bonds with her. She also supports them to give their friends time to finish playing with toys first before the next child has a turn. This provides children with opportunities to learn to tolerate delay and share with others.

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

- The childminder wants children to develop essential skills to help prepare them for when they start school. This includes having the confidence to interact with the other children and asking for help when they need it. The childminder promotes this through positive interactions with children. For instance, she chats with them during their chosen activities, and responds appropriately when children share their ideas. This helps children to learn that their voice is valued by the childminder.
- The childminder plans for children's learning based on her secure knowledge of them. For example, she extends children's interests in buses and trains by taking them out regularly on public transport. This builds on children's understanding of the world around them. Children enjoy the weekly routine of travelling on the bus to the local library with the childminder. She supports children to develop a love of reading, such as by giving them time to look at and listen to books. They also attend singing events at the library, which helps further develop children's communication and language skills.
- Children are happy and engaged in their learning environment. They independently select activities of their choosing, and the childminder provides opportunities to enhance their experiences. For instance, when children show an interest in playing with the cars, the childminder extends this by giving them long cardboard tubes to race the cars through. Children enjoy watching as they pop out the other end. However, in her enthusiasm to teach children, the childminder sometimes gives them the answers too quickly or completes tasks

for them. For instance, the childminder tells children which vehicles will fit through the tubes rather than allowing them to try for themselves. This does not fully support children to develop their problem-solving skills.

- The childminder establishes strong partnerships with parents. They are happy with the learning and care that the childminder provides for their children. Parents are kept informed about their child's routines and progress. However, the childminder does not consistently support parents to further extend their child's learning at home, for example by sharing information or activity ideas. This does not fully enable parents to be involved in their child's learning.
- The childminder recognises when children need additional support. She works with parents to ensure that any necessary referrals are made in a timely manner. This enables children, particularly those with special educational needs and/or disabilities (SEND), to access the help they need to support their continued progress.
- The childminder attends various training courses to improve her practice. For example, she has completed relevant training so that she can help children with English as an additional language develop their communication and language skills if needed. This promotes the childminder's ability to provide an inclusive provision for children and their families.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust safeguarding knowledge. She has a secure understanding of the signs and symptoms of abuse. She is familiar with her local safeguarding partnership's procedures for referring child protection concerns and allegations against adults. The childminder ensures that children regularly participate in evacuation drills, to help them understand what they need to do in the event of an emergency. She supports children to manage their own risks, such as holding scissors safely and learning about hazards when they go on outings. This helps to keep children safe.

What does the setting need to do to improve?

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

- develop an understanding of when to allow children time and space to think through their ideas and complete their tasks
- offer further support to parents to help them continue their child's learning at home.

Setting details

Unique reference number	2645862
Local authority	Surrey
Inspection number	10305518
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 2
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Redhill, Surrey. She works Monday-Friday 08:00-18:00 all year round. The Childminder holds a level 3 childcare qualification.

Information about this inspection

Inspector
Hayley Kiely

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 discussed the early years curriculum with the inspector.
- The inspector observed the quality of education being provided, and assessed the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder and the inspector carried out a joint evaluation of activities that took place 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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