

Childminder report

Inspection date: 28 November 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder provides an inviting and visually stimulating environment. She has high expectations for children from an early age. For example, young children eagerly arrive and know to take off their shoes and where to place their coats. The children enjoy searching the pictures on display and talk about the activities they show. The childminder uses these interactions to get children to build on their communication and vocabulary as they recall these events, the animals they saw and the friends that were with them.

Children receive continual encouragement to build on their independence skills. They confidently use spoons to scoop fruit into their own bowls. Children enjoy sitting with their friends for snacks. These are social times, where the more confident children happily model words and physical skills to the younger children. For example, some children show and share that they are eating grapes, blueberries and crumpets. Their younger friends attempt to copy this, with the childminder repeating the words as well to support their growing language skills.

The childminder actively promotes children's physical, social and communications skills. Children share and take turns well, given their young age. The childminder calmly talks to children about using 'kind hands'. She skilfully guides them when they get frustrated, such as when they want what their friends are playing with. Children behave well given their young age and stage of development. They enthusiastically engage in play, show good levels of concentration and are making good progress in their learning.

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

- The childminder has put a lot of commitment into addressing the actions raised at the last inspection. She has reviewed all her practice, policies and risk assessments and made amendments. Along with the action the childminder has taken herself she has sought support from the local authority adviser and her network of childminding friends. She has updated her risk assessments and implemented changes in her garden. Children receive clear and consistent messages about what is expected of them and how to complete daily tasks in a safe way, such as climbing onto their chairs at mealtimes. The childminder positively reinforces when children behave appropriately and kindly with praise.
- The childminder plans a wide range of outings around the learning she offers at home. Children enjoy playing with animals on the interest table and building with discs of wood. They then get to go on walks in the local park and pick up sticks, leaves and other items that interest them, placing them in their baskets. On their return to the childminder's house, they stick their leaves and twigs onto the 'sticky tree' that one of the older children created and hung on the kitchen

door. Through these activities, the childminder reinforces children's physical skills, gives children fun and practical ways to learn about the wider world and encourages their creativity.

- Children enjoy being with the childminder, and she is attentive to their individual needs. She knows the children well and has a strong bond with them all. Children behave well, and minor disputes are quickly settled, with the childminder calmly interacting with the children, encouraging their sharing and showing them that there are similar resources available.
- Partnership with parents is a strength. Parents' feedback shows how their children enjoy attending and the varied learning experiences their children receive. Creative activities and baking are very popular, and parents comment on how their children enjoy making pizza and cooking brownies.
- The childminder is very enthusiastic and children enjoy her company. She uses every interaction as a way to build on and extend children's learning and development. While playing with a tray full of coloured rice, she encourages children to scoop, pour, fill, weigh, search for, draw and name the colours of the rice and objects they are using. Children use their imagination to pour the rice into pots and make shakers, or pretend to search for 'treasure' when they bury their spoons.
- The childminder enjoys being with the children and is enthusiastic in her interaction and engagement with them. She asks questions to build on their developing communication and language. However, at times, she asks several questions quite quickly together, so children are not able to process and answer before the next one is asked. This means, on occasion, she is not as effective at building further on their communication and thinking skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to safeguard children and of the indicators that would raise a concern about children's well-being. She has a good knowledge of the procedures to follow and who to contact. The childminder ensures that her premises are secure and visitors are supervised so that children are not left alone or their safety compromised. She completes daily risk assessments to minimise potential hazards to children. The childminder is aware of what could be a choking concern and she ensures food is cut up appropriately to help prevent this.

What does the setting need to do to improve?

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

- strengthen skills in recognising when to give children more time to think things through and share their own ideas.

Setting details

Unique reference number	EY540819
Local authority	Surrey
Inspection number	10300394
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 9
Total number of places	6
Number of children on roll	15
Date of previous inspection	6 June 2023

Information about this early years setting

The childminder registered in 2016 and lives in Epsom, Surrey. The childminder holds an appropriate early years qualification at level 3. She operates Monday to Thursday, from 7.45am to to 6pm, term time only.

Information about this inspection

Inspector

Anne Nicholson

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 setting.
- The childminder showed the inspector the premises and discussed she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder joined the inspector on a learning walk and talked about their curriculum and what they want the children to learn.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children interacted and spoke with the inspector during the inspection.
- The inspector read parents' feedback and took account of their views on the setting.

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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