

# Childminder report

---

Inspection date: 9 January 2024

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Inadequate
--	------------

## What is it like to attend this early years setting?

### The provision is good

Children confidently explore the environment that the childminder creates effectively to support their enjoyment and independence. For example, they know where to find their favourite toys and can access these with ease. This enables them to take the lead in their play and learning. Children understand the routines of the setting. The older children help the younger ones to tidy away the toys before snack and explain to them why they need to do so. They do this gently and with care, showing their awareness of helping others to understand what is happening next. Children show great imaginative skills. They pretend to make a ship from the variety of toys and resources available, making a mast and flag.

Children receive simple and consistent explanations to support their understanding of the consequences of their actions. The childminder calmly explains why they cannot do something, such as climbing on a chair. She reassures children, which calms them, and they quickly and happily return to their play. The childminder is secure in her knowledge of the children's care and learning needs. She understands their levels of development and how to assess gaps in children's learning. This enables the childminder to plan effectively and liaise with other professionals to help close any emerging gaps in development.

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

- The childminder actively seeks support from her local authority adviser and uses the information to improve her practice and setting. She has made well-targeted improvements since her last inspection. This has enabled her to increase her knowledge of safeguarding and assessment of risk. This means that children play and learn in a safe environment.
- The childminder regularly bursts into song, extending children's interests. For example, when they do a count down and say 'blast off', the childminder sings 'zoom, zoom, zoom, we're going to the moon'. Children actively join in with action rhymes, using their arms to be the wiper blades on the bus and say 'swish, swish, swish'. This enhances children's play and learning.
- Children enjoy looking at books with the childminder. They explore the textural aspects on each page and the childminder encourages younger children to listen to and repeat single words. However, the childminder often uses pet names for things. Children then repeat this language, which does not enhance their understanding of correct pronunciation.
- Children learn to do tasks for themselves, through support and encouragement. For example, they develop the skills they need to put on their coats and shoes ready for outdoor play. Children show pride that they can now zip up their coat, which is something they practise.
- Older children understand the rules for garden play, which the childminder

reiterates before going outside. Children show great skill in using the ride-on toys and slide. However, the childminder does not always plan for outdoor play as effectively as she does indoors. Children become distracted by areas the childminder does not want children to use and children do not engage further in play.

- The childminder fosters good relationships with parents. They report that the childminder 'always warmly accepts the children every morning and they happily go in, which demonstrates the bond she has created with them'. Parents comment that the childminder 'provides a safe, warm and loving environment'. This enables parents to be confident that their children feel happy and secure.
- The childminder understands how to ensure that assistants are and remain suitable to work with children. This includes providing clear induction and ongoing development and discussion opportunities. This helps assistants understand their roles and responsibilities in the care and education of children.
- The childminder accesses a wide variety of training to make sure that her safeguarding knowledge and that of her assistant is current. The childminder understands the importance of her role in safeguarding children and the processes to follow to refer any concerns that she may have.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- enhance the pronunciation of words to enable children to use these correctly in their conversations
- continue to build on the planning of the outdoor environment to enhance children's learning further.

## Setting details

<b>Unique reference number</b>	EY492088
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10309136
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	14 August 2023

## Information about this early years setting

The childminder registered in 2015. She lives in Horley, Surrey. The childminder works with an assistant. The childminder provides care from Monday to Friday, 7.30am to 6pm, all year round, except for family and public holidays. The childminder is in receipt of funding to provide early education for children aged three and four years.

## Information about this inspection

**Inspector**  
Helen Penticost

### 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 her intentions for children's learning.
- Children interacted with the inspector throughout the inspection.
- The inspector took account of parents' views through written feedback.
- The inspector observed the quality of education being provided and assessed the impact of this 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024