

Childminder report

Inspection date: 23 January 2024

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 settle quickly into the warm and nurturing environment the childminder creates. They display secure bonds with both the childminder and her assistant, which helps them to feel safe. Children are engaged and happy learners. They eagerly explore the wide range of resources and activities on offer. For example, children use the puppet theatre, which helps build a love of stories and the arts. Children remain motivated and excited in their play and learning.

Children show high levels of empathy and caring. For instance, they lovingly cover the dolls with the blankets and pat them to sleep. Children are patient, kind and behave well. They are gaining an early awareness of how to manage their own emotions and to start to recognise the needs of others around them.

The childminder and her assistant have high expectations through their curriculum planning to support children's curiosity and exploration in their play. This ensures that children are challenged and supported in their own interests and skills. The childminder and her assistant effectively model impeccable manners, which the children are learning to use in their everyday play. This supports them to build important social skills for their future learning.

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

- The childminder continues to strive to provide children with the very best learning opportunities. She has worked well towards the recommendations set at the last inspection. For instance, children are gaining independence skills, such as pouring water from small jugs to build on their confidence. The childminder recognises the importance of sharing information with other settings. Through this, there is now a sharper focus on providing a joined-up approach towards children's progress.
- Children have many opportunities for outdoor play, such as regular trips to parks and rhyme time at the library, which the childminder organises to involve other childminders in the area. She prioritises learning in the outdoors daily to ensure that children have access to fresh air and the freedom to build good physical skills.
- The childminder prepares nutritious food, to help children build healthy attitudes towards their own well-being. Older children show impressive coordination skills as they help to cut up fruit at snack time. However, younger children do not benefit from the same consistent opportunities to further develop their self-care and social skills. For example, they are seated separately from the others.
- The childminder plans well for her professional development and for that of her assistant to keep their knowledge current. For instance, they attend courses that help to continuously strengthen their teaching practice. There is a robust

approach towards safeguarding training, which helps to ensure that children are kept safe and secure. The childminder actively seeks information from parents, the children and her assistant to evaluate her provision. Through this, she strives to keep the quality of all areas to a very high level.

- Children are making good progress. The childminder precisely monitors their development to quickly identify potential gaps in their learning. This helps children to receive additional help if required. The childminder plans individual next steps for children from the discussions she regularly has with parents and also her in-depth observations of their play.
- The childminder has very strong partnerships with parents. She gathers a wealth of information when children first start to help them to settle quickly and build a sense of belonging. The childminder fully involves parents in their child's development and how they can help to support them at home. For example, in sharing a range of books that entice and build on children's early literacy skills. Parents speak of the 'true professionalism' and the 'exceptional level of communication' they receive.
- Children use their increasing problem-solving skills and critical thinking to build on early mathematics in their play. For example, younger children enjoy building towers with coloured bricks and older children strategically move jigsaw pieces around to find the correct position. The childminder and her assistant support children's communication and language skills. They introduce new words continuously and give children time to answer questions of them. This helps children to be confident speakers who know they are respected and that their opinions are valued.

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:

- strengthen opportunities for younger children to build further on their social and self-care skills.

Setting details

Unique reference number	EY497347
Local authority	Surrey
Inspection number	10237332
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	12
Number of children on roll	20
Date of previous inspection	22 February 2018

Information about this early years setting

The childminder registered in 2016 and lives in Fetcham, Surrey. She provides care Monday to Thursday, from 7.30am to 6pm, all year round. The childminder works with an assistant.

Information about this inspection

Inspector

Gwendolyn Andrews

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 talked to the inspector about her early years curriculum and what she wants the children to learn. The inspector took the written comments from parents into account as part of the inspection.
- The inspector observed the interaction of the childminder, the assistant and the children and the impact the teaching has on their learning and development.
- The childminder, the assistant, the children and the inspector spoke at appropriate times throughout the inspection. The inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The childminder and the inspector discussed professional development and how she plans for that of her assistant. They also discussed how the childminder evaluates her provision and the current areas identified for improvement. A range of documentation was sampled, including suitability checks.

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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