

Childminder report

Inspection date: 1 March 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children know the routine when they arrive at the childminder's home. They separate easily from their parents and take off their shoes ready for their day. The childminder works closely with parents to help children become familiar with her home and routines when they first start. Children form strong attachments to the childminder, her co-childminder, and with other children.

The childminder plans an ambitious curriculum tailored to the children in her care. She teaches children new vocabulary to enable them to share their thoughts and ideas. Children listen intently as the childminder reads to them in an engaging way. She involves them in the stories, asking them to recall what they remember and predict what might happen next. Children talk about their favourite stories and are developing a strong love of books. This supports children's early literacy in preparation for later learning.

The childminder has high expectations for behaviour and is a positive role model. She is warm and kind in her interactions. Children mimic this behaviour as they help younger children with games. They listen carefully to instructions and help with daily tasks, such as tidying up, demonstrating their growing independence skills. Children behave well.

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

- The childminder places a strong focus on children's communication and language skills. She includes songs and rhymes in her daily routine. Children speak with confidence and have conversations with the childminder, who sensitively repeats some words back to them. This helps children hear the correct pronunciation and supports their speech and language even further. This contributes well to the progress children make in their learning.
- Children develop an interest in numbers, shapes and mathematical concepts. The childminder encourages them to count during their play. She introduces numbers into different tasks, such as counting how many children are at her setting. All children proudly demonstrate their counting skills. These activities particularly improve children's counting skills and support the development of their early mathematical skills.
- Children enjoy the creative activities that the childminder provides. For example, children eagerly follow the childminder's instructions to make a picture of an hot air balloon. However, at times, the childminder does not give children opportunities to make their own decisions about their creations. This does not support children to develop their curiosity and creativity.
- The childminder offers high levels of support for children to discuss how they

feel and learn how to negotiate with others. Children learn about sharing and taking turns. For example, they take turns with a remote-control toy. The childminder is quick to acknowledge children's kind and thoughtful behaviour. This supports children's positive behaviour.

- Children benefit from the outings the childminder plans to local points of interest. They develop an understanding of the world around them and the natural environment on visits to nearby parks and local shops. This helps children learn about their community and develop their social skills.
- The childminder promotes healthy eating. She liaises closely with parents about healthy foods. Furthermore, she promotes oral hygiene through activities linked to brushing teeth. This supports children's healthy habits for the future.
- The childminder identifies the benefits of working in partnership with other settings that children attend. She shares regular information about children's progress to ensure a consistent approach to children's learning.
- Partnership with parents is good. The childminder and co-minder work closely with parents, creating consistency for children. For example, parents receive regular updates on their children's progress. Parents speak highly of the care their children receive and the progress their children make during the time at the setting. This includes children developing socialisation and independence skills.
- The childminder works seamlessly with her co-childminder and develops plans to further improve the outside area for children's play.

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 the support for children to explore and make their own choices to extend their creativity

Setting details

Unique reference number	EY433315
Local authority	Surrey
Inspection number	10311789
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 4
Total number of places	6
Number of children on roll	10
Date of previous inspection	10 April 2018

Information about this early years setting

The childminder registered in 2011 and lives in Reigate, Surrey. She operates Tuesday to Thursday from 7.30 am to 6pm, and Friday from 7.30am to 5.30pm, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate early years qualification and works with another childminder.

Information about this inspection

Inspector
Kelly Lane

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 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 showed the inspector the premises and discussed the safety and suitability of her home.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder and co-childminder.
- The inspector took account of parents' views during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024