

Childminder report

Inspection date: 26 March 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 are confident, settled and very happy in the childminder's inviting home. The childminder has a calm, warm and friendly manner which puts children at ease. She knows all children well and ensures that she provides resources that they enjoy. Children smile as they cuddle into her and she sensitively tickles their cheeks as they giggle and squirm with joy.

The childminder uses simple and clear instructions and explanations of expected behaviours. Children are quick to listen to her and respond well, following her requests. Children show they know the routines of the day well, supporting them to feel safe and to know what is coming next. The childminder is an excellent role model for children. Children learn respect for others and the home around them. The childminder models a kind, inclusive and caring attitude. Children are sociable and enjoy engaging with other children of all ages when they are out and attending groups.

The childminder successfully implements a curriculum that helps children to engage in their learning and become focussed learners. She allows children the freedom to select resources that they enjoy and then skilfully plays alongside them to support their learning. The childminder is engaging and playful in her interactions which draws the children's interest. Children show a highly positive attitude to learning and concentrate and persevere with their chosen play. The childminder has high expectations for all children and aims to support them to develop the necessary skills to move on in their learning journey. She supports them to be confident and independent, and to be inquisitive and curious learners.

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

- The childminder has a good understanding of what children need to learn and how to support them in different ways. She successfully weaves maths across different activities and is skilled at using questioning to support children to make progress. For example, children thoroughly enjoy learning colours, counting to five and using positional language while making bridges for toy cars.
- Children are immersed in a language rich environment. The childminder narrates their play and engages children in conversations. Children show a keen interest in books and listen intently as the childminder reads and explores books with them. Children happily repeat words such as 'chameleon' and 'sunflower' and excitedly ask about the pictures.
- The childminder plans a sequenced, child-led curriculum that is based on children's interests and builds on what they already know and can do. She knows the children well and what they need to learn next to continue their development. This helps children to make good progress in their learning.

However, the childminder does not focus her planning precisely on providing activities that broaden learning and offer new challenges, to enhance children's learning even further.

- Children are beginning to learn how to understand their own feelings and emotions. The childminder uses books and video's to support them to gain a deeper understanding of emotions. She names the emotions they are feeling for them and talks with them to provide simple explanations. This helps children to develop positive relationships.
- The childminder utilises her own experience of other cultures and languages to support the children to learn about their own uniqueness. She uses words from the children's home language to aid their understanding and is able to support them to quickly make progress in their speaking skills. Parents share their family cultures with the childminder. The childminder then shares this with all the children to gain a deeper understanding and respect for other beliefs.
- The childminder regularly takes children out to explore the local area and experience the wonder of the world around them. Children enjoy exploring the beach, National Trust properties and the local woods. The childminder uses this opportunity to teach them about road safety and to expand their vocabulary and experiences. Parents comment that they feel their children really benefit from the many opportunities to play and learn outdoors.
- The childminder is keen to update and expand her knowledge. She regularly participates in a wealth of training to ensure her teaching skills are of a high standard. She places high importance on the children's well-being and recently completed training on supporting children's mental health. This demonstrates that training is carefully considered to have a direct, positive impact on children.
- The childminder is evaluative and reflective of her practice. She uses regular assessment of the children and parent feedback to inform future practice and make changes. She regularly meets with other practitioners to share ideas and information. This ensures that the childminder's quality of teaching and her provision are of a consistently good standard.

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:

- review and improve the curriculum planning to provide greater challenge for children, to enable them to further extend and broaden their knowledge and understanding.

Setting details

Unique reference number	EY498020
Local authority	Surrey
Inspection number	10317286
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 4
Total number of places	3
Number of children on roll	6
Date of previous inspection	16 May 2018

Information about this early years setting

The childminder registered in 2016 and lives in Redhill, Surrey. The childminder provides care all year round. She cares for children on a Tuesday from 8am to 3pm, and on a Wednesday, Thursday and Friday from 8am to 5pm. She receives funding to provide free early education for children aged four years. The childminder has a relevant early years qualification at level 3.

Information about this inspection

Inspector
Nina Harvey

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 setting.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector observed the interactions between the childminder and children and considered the impact on learning.
- Parents shared their views of the childminder with the inspector.

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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