

Childminder report

Inspection date: 15 May 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

The childminder calmly welcomes children into her home. She is kind and caring, and she helps children to quickly settle when they first arrive. The childminder has high expectations for children's development and she follows their interests in order to promote their ongoing progress. Children are happy and engaged and they enjoy exploring the variety of resources and activities in their learning environment. They confidently talk to the childminder during their chosen activities. Children ask her questions and she responds to them, building on their knowledge. This helps children to learn new information.

The childminder implements effective strategies to promote children's positive behaviour. For example, she praises children for being kind to others, such as when she notices them sharing out the resources with their friends. When children need support to regulate their feelings, the childminder talks calmly to them about their behaviour. This enables children to develop an understanding of how they are expected to behave.

The childminder gives children opportunities to engage in risky play to build on their knowledge of how to keep themselves safe. This includes providing age-appropriate climbing equipment to promote children's physical skills. The childminder effectively supervises them as they concentrate on negotiating the equipment. Children laugh with delight when they complete their task, before trying again. This supports them to learn to manage risks for themselves.

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

- The childminder is reflective of her practice and considers ways to improve. She ensures that she keeps herself informed of any changes to the requirements of registration. The childminder also spends time researching topics relevant to the children she cares for, which she shares with parents. This helps her to improve her practice so that she continues to implement effective strategies to promote children's learning and development.
- The childminder gets to know her minded children well. She effectively assesses their progress, which enables her to identify what she wants children to learn next. The childminder uses this information well to plan for children's continued development. She shares children's progress with parents, and gives them ideas of how they can support their child's learning at home. This enables her to work well in partnership with parents so that children receive consistent support in their development.
- Children benefit from learning that builds on what they know and can do. For instance, the childminder gives very young children wooden food to practice cutting. Once they have developed this skill, the childminder introduces children

to safety knives so that they can prepare their snacks. Children enjoy doing these tasks by themselves, with appropriate support from the childminder. As such, children learn to become independent.

- The childminder promotes children's communication and language skills. For example, children enjoy listening to her read 'The Very Hungry Caterpillar'. When children ask to hear the story again, the childminder supports them to retell it themselves. She uses props to help children remember the sequence of the story. However, the childminder does not consistently use questioning well during activities, and at times, she does not give children time to respond. This does not fully support children to develop their language skills.
- The childminder places a strong emphasis on the importance of promoting good health for children. For instance, she encourages them to wash their hands before they eat, and she ensures that she provides a range of healthy food. The childminder aims to make healthy eating fun and enjoyable for children by planning activities for them to learn about and taste different foods. This helps children to develop an understanding of how to look after their bodies.
- Children show high levels of engagement as they access their learning environment with support from the childminder. For example, when they choose to play with rice in a tray, the childminder encourages them to find picture cards to post in a letterbox. She asks children to name the food items on the cards. However, on occasion, when children encounter difficulties with the activity, the childminder is sometimes too quick to intervene and provide them with solutions. This does not fully enable children to learn to work things out for themselves.
- The childminder provides children with a range of activities to promote their physical development. For instance, she encourages children to use age-appropriate chopsticks to pick up pom poms. Children focus their attention as they try to master this skill. This helps them to develop their finger muscles in preparation for later writing skills.

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 support for children's communication and language skills during activities so that they make the best possible progress in their speaking
- extend further children's learning by giving them opportunities to complete tasks for themselves.

Setting details

Unique reference number	EY465310
Local authority	Surrey
Inspection number	10335361
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	13 June 2018

Information about this early years setting

The childminder registered in 2013 and lives in Epsom, Surrey. She works 7.30am to 6pm on Mondays and Wednesday, 7.40am to 8.45am and 3.15 to 6pm on Tuesdays, and 7.40am to 8.45am on Thursdays.

Information about this inspection

Inspector

Hayley Kiely

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 their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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