

Childminder report

Inspection date:

27 September 2019

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 have fun in the setting and enjoy the activities the childminder provides. The childminder has a firm understanding of what children can do and high expectations of what they can achieve. She understands what children like to play with and uses these interests to plan activities to support their learning. This ensures that children stay motivated and they make good progress in all areas of the curriculum.

The childminder knows children well and takes time to build trusting relationships with them and their parents. She has created a friendly and warm home. Children develop a strong bond with the childminder and forge positive relationships. They feel safe and secure and are very happy within the homely setting.

Children develop language skills exceptionally well. The childminder enthusiastically talks to children and uses a range of strategies to extend their communication skills. For example, toddlers rapidly learn new vocabulary as they are supported to identify animals in their favourite books. Children flourish in their communication and language development.

Children are friendly, sociable and their behaviour is good. The childminder is a positive role model for children. She has clear expectations for behaviour, which she consistently communicates to children.

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

- The childminder assesses children's progress accurately. She regularly observes children and has a good knowledge of children's interests and next steps. She uses information to successfully move them forward in their learning. Children are motivated to learn and are well prepared for their future learning. They make good progress from their starting points.
- Children are keen to engage with the childminder and take part in the activities she offers them. For example, she provides children with opportunities to make marks and explore different animal prints in the play dough. However, on occasions, the childminder does not provide sufficient time for children to think and complete tasks that will help extend their learning to the highest levels.
- Children's mathematical skills are supported well. The childminder provides fun activities for the children to develop their mathematical skills. She incorporates mathematical ideas and language into a wide range of activities. For example, she encourages children to count objects, such as small sticks.
- The childminder takes children on a range of outings, around the local community and wider areas. This helps children to develop a good understanding of the world around them. For instance, they regularly visit local

attractions, parks and local shops.

- Children's emotional security and well-being are paramount to the childminder's practice. The childminder is highly attentive to the children's needs. For instance, as children take part in new activities, she gives them consistent praise and encouragement to inspire them to keep trying.
- The childminder supports children to be independent in their self-care. Children are very confident and independent. They learn about the importance of washing their hands before mealtimes. Even the youngest children complete tasks for themselves. For instance, they use spoons and forks to feed themselves independently at lunchtime.
- Parents are very complimentary towards the childminder. The childminder works extremely well with parents to support children. She plans individual settling-in sessions for children when they first start. This helps children to become familiar with the childminder and her environment. The childminder obtains information from parents about children's care routines and prior abilities. This helps her to meet, and to plan for, children's individual needs.
- Partnerships with other settings and other health professionals are effective. The childminder values the importance of sharing information. Children who attend additional settings benefit from having a joined-up approach towards their progress. This helps to support a consistent approach to their learning and development.
- The childminder is experienced and knowledgeable. She reflects on her practice and strives to make the setting the best it can be. The childminder keeps her knowledge up to date with other professionals. However, she has not yet identified a plan for her ongoing and continual professional development to help her to enhance her, already good, teaching skills even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places a high priority on children's safety. She provides children with a safe and secure environment and they are encouraged to keep themselves safe. The childminder has a good awareness of the signs and symptoms and indicators of abuse and neglect. She carries out rigorous risk assessments, indoors and outdoors, to help reduce hazards and minimise accidents. This helps her to promote children's safety and welfare to a high level. The childminder is confident about her role and responsibilities and knows the procedures to follow to keep children safe. She has knowledge of wider safeguarding issues and ensures that all her policies are updated to reflect these.

What does the setting need to do to improve?

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

- give children enough time to think and complete tasks to extend their learning even further
- increase opportunities to engage in targeted professional development, to raise the quality of teaching to the highest level.

Setting details

Unique reference number	EY390102
Local authority	Surrey
Inspection number	10074222
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	13 April 2016

Information about this early years setting

The childminder registered in 2007. She lives in Addlestone, Surrey. The childminder operates her service from 8am to 5pm, Tuesday to Thursday except on bank holidays. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- The childminder and inspector completed a learning walk of the areas of the home used for childminding purposes.
- The inspector spoke with children at appropriate times during the inspection. She discussed with the childminder how she establishes effective partnerships with parents.
- The inspector looked at evidence of the suitability of the childminder and other household members.
- The inspector observed the quality of teaching during activities and assessed how the childminder promotes children's learning. She discussed a joint evaluation of an activity with the childminder.

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 2019