

Childminder Report

Inspection date

2 December 2015

Previous inspection date

19 November 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder has a good understanding of how children learn through play. She observes children's interests and achievements and provides challenge and stimulation through a wide range of play and activities. Children make good progress in their learning.
- Children play in a healthy and safe environment. The childminder is conscientious about good hygiene and follows clear procedures for keeping children safe.
- The childminder provides a nurturing and exciting environment. Children are confident, happy and develop trusting and secure relationships with the childminder.
- The childminder listens to children's views and shows them that she values their ideas. Children are well-mannered, sociable and competent communicators.
- Parents are very complimentary about the service the childminder provides and feel confident in the care she provides for their children.

It is not yet outstanding because:

- The childminder's self-evaluation does not identify her strengths and priorities for developing her professional knowledge and teaching skills.
- The childminder monitors children's progress to identify and support children's next steps in their learning. She discusses these with parents but they are not always exactly clear what they are.

What the setting needs to do to improve further

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

- extend the use of self-evaluation to identify strengths and priorities for professional development
- help parents to engage and contribute to the monitoring of their children's learning.

Inspection activities

- The inspector observed care routines and teaching, and the impact of these on children's safety, welfare and learning.
- The inspector reviewed policies and discussed the procedures relating to children's safety and welfare with the childminder.
- The inspector looked at children's records, the childminder's planning and evaluation of activities, and information exchanged with parents.
- The inspector took account of parents' views in written communication.
- The inspector spoke with the childminder about the impact of her training, experience and practice on children's well-being, learning and development.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is good

Children are happy and busily engage in age-appropriate and interesting activities throughout their day. The childminder works well with parents. She regularly shares updates on children's play and interests and works flexibly to accommodate changes in family life. In doing so, the childminder exceeded the number of children she is eligible to care for at any one time. However, she did not put children's safety at risk and rectified this breach in requirements promptly. Safeguarding is effective. The childminder is clear about her strengths or areas for development to improve the quality of her teaching to even higher levels. Parents know what their children do each day and appreciate the childminder's enthusiasm for searching out new experiences in the community.

Quality of teaching, learning and assessment is good

The childminder makes many observations of children's activities and achievements in different areas of their learning and development. She shares these with the children's parents, who appreciate the opportunities to continue their children's learning at home. The childminder identifies next steps in children's learning and plans activities to help them make good progress towards them. The childminder continues to develop her links with other local providers to support children's learning. Children communicate confidently and develop good social skills that help prepare them well for school.

Personal development, behaviour and welfare are good

Children settle quickly in the childminder's care and relax as they play in her welcoming home. They form close relationships with the childminder and are kind to each other. The childminder consistently models clear expectations for courtesy and cooperation. Children share and take turns in games; they develop good table manners and help to tidy away toys. Children visit different places in the local and wider community. The childminder uses these outings to promote children's physical well-being and widen their social experiences and appreciation of diversity. The childminder is working with other early years providers to strengthen continuity in children's care as they settle in new settings. She creates extra activities in the lead up to school for the older children, for example, she helps them learn to dress and undress themselves.

Outcomes for children are good

Children have a wide range of opportunities to learn as they play, and are making good progress in their learning and development.

Setting details

Unique reference number	EY408512
Local authority	Surrey
Inspection number	838571
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	19 November 2010
Telephone number	

The childminder registered in 2010. She lives in Sunbury-on-Thames, in Middlesex. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, 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 www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

