

Childminder report

Inspection date	15 November 2018
Previous inspection date	6 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- The childminder provides an extremely safe, highly stimulating and welcoming environment. Children are very confident, independent and happy during their play and interactions with the childminder.
- The childminder encourages the development of young children's communication and language skills effectively. For example, she listens to babbles from babies and talks back in response.
- The childminder knows how children learn and develop and supports them well to make good progress in relation to their starting points. Children help themselves to the many toys and resources on offer that support all areas of their learning.
- The childminder has high behavioural expectations for herself and the children in her care. She is extremely focused on their individual needs and places a high priority on supporting children's emotional development.
- The childminder establishes positive, supportive relationships with parents. She keeps them well informed about their children's development, achievements and next steps in learning.

It is not yet outstanding because:

- Occasionally, the childminder misses opportunities to support children's developing mathematical skills, in relation to their understanding of size and shape, during their play.
- At times, the childminder does not fully demonstrate how some resources work before children use them, and can sometimes respond too quickly after asking children questions, without giving them enough time to think and answer for themselves.

What the setting needs to do to improve further

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

- make the most of opportunities during play to help further develop children's mathematical skills in relation to size and shape
- improve the use of open-ended questioning and effective modelling of how things work, to help extend children's learning to an even higher level.

Inspection activities

- The inspector observed the childminder interacting with children and spoke with her at appropriate times during the inspection.
- The inspector sampled documentation that included planning, children's records, policies and procedures.
- The inspector observed and evaluated an activity with the childminder.
- The inspector spoke with the childminder about how she assesses children's learning and helps them to progress to the next stage of their development.
- The inspector viewed the premises used for childminding.

Inspector

Amanda Harrison

Inspection findings

Effectiveness of leadership and management is good

The childminder is a very good role model for children. She recently attended training to develop effective ways of managing behaviour. As a result, children have excellent manners and are very well behaved. They interact well with each other, share and are kind. Safeguarding is effective. The childminder has a secure understanding of how to keep children safe and has a clear procedure to follow should she have any concerns about a child's welfare. The childminder uses her links with other childminders to develop her knowledge and skills. Since the last inspection, the childminder has developed effective methods of communication with parents. For instance, parents can comment on their children's development and achievements through a daily diary. Parents speak positively about the childminder and the service she provides.

Quality of teaching, learning and assessment is good

The childminder provides a broad and balanced range of activities that suits the age and stage of children attending. For example, younger children have opportunities to explore using their senses, and make marks with paint using their hands. The childminder observes children as they play and makes accurate assessments about what they know and can do. She uses this information well to plan activities based on their next steps in learning. The childminder tailors her interactions during children's play and helps them to practise their developing skills. For example, she offers lots of support as babies use their emerging physical skills by placing objects slightly out of reach to encourage crawling. She talks continually to the children about what they are doing and introduces simple words, such as colour names.

Personal development, behaviour and welfare are outstanding

Children have extremely strong bonds with the childminder. They involve her in their play and seek physical comfort from her when needed. The childminder promotes children's positive behaviour very well, and uses highly effective rules and boundaries to help children take turns and share. The childminder encourages children to choose their own toys throughout the day to enable them to lead their own learning. Children show extremely high levels of independence for their young age. For example, after a painting activity, even very young children know to put their dirty aprons into the washing basket. The childminder supports children well to have positive attitudes towards those who have different beliefs or religions to themselves. Children receive plenty of praise and encouragement, which helps to promote their self-esteem. The childminder ensures that success is celebrated, no matter how small the achievement.

Outcomes for children are good

Children make good progress. They have plenty of opportunities to develop their social skills and make positive relationships with similar-aged children. For example, they visit different groups, attend music sessions, go on nature walks and visit local areas of interest. Children are happy and confident. They have plenty of opportunities to develop skills in literacy that help prepare them for later learning. For example, children are encouraged to enjoy books and identify familiar illustrations and repeated phrases.

Setting details

Unique reference number	EY423198
Local authority	Surrey
Inspection number	10060191
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 7
Total number of places	5
Number of children on roll	6
Date of previous inspection	6 March 2015

The childminder registered in 2011. She lives in Woking, Surrey. She operates Monday to Friday from 8am to 5.30pm.

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.ofsted.gov.uk. 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 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 www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

