

Childminder report

Inspection date: 4 March 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Met
--	-----

What is it like to attend this early years setting?

The provision is good

The warm and nurturing childminder provides a welcoming, home-from-home environment where children feel extremely safe and secure. The childminder has high ambitions for what children can achieve. She uses her careful observations and assessments, alongside her thorough understanding of children's individual interests, to help her plan activities that encourage them to learn. This supports children to make good progress in all areas of their learning and development. Children are very happy in the childminder's care and are keen to share their play and learning. They feel confident to make choices and share their ideas. For instance, they are keen to request their favourite music to be played and enjoy listening to and singing along with familiar songs.

The childminder promotes children's developing communication skills particularly well. She is a skilled practitioner when encouraging children's language skills. The childminder interacts sensitively with children, for example asking questions about their play and narrating their activities. She consistently models the correct pronunciation of words to extend children's knowledge and understanding. The childminder regularly pauses as she shares books with children, to give them time to look at the pictures and discuss what they can see.

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

- Children are well supported to develop strong fine motor skills. For example, they concentrate for sustained periods as they practise opening small locks and doors on toys, use scissors with increasing confidence and show care and control as they practise threading pasta onto strings. The childminder consistently encourages children to try again and uses praise and encouragement effectively to help them overcome any frustration.
- Secure settling-in arrangements support children to build strong bonds with the childminder. She offers home visits to help her develop a clear understanding of children's individual needs. She gathers information from parents about what children already know and can do, to help her plan from the outset.
- Children have plenty of rich experiences to be physically active and explore the local community. For instance, the childminder takes them on woodland walks, and they visit local parks, farms and play areas. The childminder also plans opportunities to visit local activity groups so children can socialise with larger groups of children.
- Children are developing a good understanding of early mathematics, such as counting and recognising colours and shapes. For instance, they enjoy matching different-coloured dolls to the corresponding fairy doors and enjoy exploring colours during creative activities. However, sometimes, the childminder misses opportunities to extend and develop children's understanding of mathematical

language, such as positional language, size and measure.

- The childminder completes training and attends webinars to help her to enhance her knowledge and skills. Since her last inspection, she has attended a variety of training courses to extend her knowledge of supporting children's individual needs. For instance, the childminder recently attended training in supporting children with autism, which has extended her awareness of how best to support children who may join her setting.
- The childminder manages children's behaviour effectively. She consistently communicates clear and consistent expectations and boundaries to help children develop an understanding of what is expected of them. However, there is scope to extend the opportunities that children have to manage their own self-care and to help out with everyday routines, to develop their independence skills even further.
- The childminder recognises the value of evaluating her provision to help her develop and raise the quality of care and learning for children. For example, she seeks the views of parents and children to help her identify her strengths and areas of improvement. She shares best practice with other childminders and conducts research to help her to continually assess her setting.
- Partnerships with parents are strong. The childminder shares detailed verbal and written feedback with parents regarding their child's development and care routines. Parents are very complimentary about the childminder and comment on how happy their children are in her care. They appreciate the wide variety of activities children are offered and comment that she is an 'excellent childminder'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places a high priority on children's safety. She teaches children how to keep themselves safe, for example by tidying up toys so that they do not hurt themselves. The childminder keeps her safeguarding knowledge up to date by attending regular training and conducting her own research. She talks confidently about the indicators of child abuse and neglect. The childminder knows the signs and symptoms that indicate a child may be at risk of wider safeguarding issues such as female genital mutilation or being drawn into extreme behaviours or ideas. She knows the steps she must take and who to contact if she has a concern about a child's welfare.

What does the setting need to do to improve?

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

- use opportunities that arise to extend and develop children's mathematical language, to strengthen their skills further
- increase opportunities for children to develop their independence skills in

personal care routines even further.

Setting details

Unique reference number	EY424617
Local authority	Surrey
Inspection number	10132615
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 5
Total number of places	6
Number of children on roll	2
Date of previous inspection	21 August 2015

Information about this early years setting

The childminder registered in 2011 and lives in Epsom, in Surrey. She operates Monday to Friday, from 8am to 5.30pm, throughout the year. The childminder holds a level 2 early years qualification.

Information about this inspection

Inspector

Nicola Edwards

Inspection activities

- The inspector talked with the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact it has on children's learning.
- The inspector undertook a learning walk and discussed how the childminder organises her early years provision.
- The inspector read written feedback from parents and took account of their views.
- The childminder provided evidence of her suitability and qualifications.

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 2020