

# Childminder Report

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 16 August 2017  |
| Previous inspection date | 14 January 2013 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | 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 makes careful observations of children's play. From these she finds out about the progress children are making and assesses how to move them forward. She consistently focuses on children's priorities for development in all aspects of her provision. The childminder carefully monitors children's progress.
- The childminder establishes strong partnerships with parents. She communicates effectively to ensure continuity in care and to help parents be involved in children's learning. The childminder works closely with parents to find out what children can do.
- Children, including those who have special educational needs, make good progress. They achieve the typical outcomes for their ages. The childminder works with experts to offer children who have special educational needs the additional support they need.
- The childminder helps children learn how to stay healthy. For example, she teaches them about dental hygiene. Children develop positive attitudes towards healthy meals.
- The childminder works with an assistant. She ensures her assistant understands the safeguarding procedures in the setting. The childminder manages her assistant's performance effectively to ensure children's needs are met.

### It is not yet outstanding because:

- Although the childminder understands how to teach young children well, she does not offer them opportunities to fully consider their ideas or extend learning consistently.
- On occasions, children become agitated when waiting for their turn to come and do not understand how much time needs to pass before they can have a go.

## What the setting needs to do to improve further

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

- strengthen the teaching techniques used, to offer children more opportunities to use their thoughts and extend their learning
- develop systems which help children to learn about turn taking more readily.

### Inspection activities

- The inspector observed activities inside and outside.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records.
- The inspector checked evidence of the childminder's qualifications and her suitability checks.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.

### Inspector

Kerry Lynn

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is confident in her knowledge of child protection matters. She knows how to recognise if a child's welfare is at risk and what to do if a concern arises. The childminder initiates partnerships with other settings that children attend to ensure continuity in care and learning. The childminder reflects actively on her practice and makes continual improvements which benefit the children. For example, she has enhanced the links between children's home lives and her setting. This includes introducing a system which encourages children to talk about their holidays. The childminder develops her professional knowledge and skills well. For example, she refreshes her knowledge frequently to ensure her practice includes new legislation.

### Quality of teaching, learning and assessment is good

The childminder has created an environment which strongly stimulates learning. For example, she enables children to engage in play of their choosing. The childminder acts on children's interests well to promote learning. For instance, she has recognised that they love dinosaurs. She creates enjoyable activities, such as dinosaurs in shaving foam, where children can test out ideas and develop important skills. The childminder has improved how she teaches children about the differences that exist between people. For example, children meet a vast range of people in the community as they visit places, such as fire stations and care homes for the elderly. Children learn about the wider world and experience aspects of a range of cultures, including Welsh, Indian and Italian.

### Personal development, behaviour and welfare are good

The childminder forms strong relationships with children, who feel safe and secure in her care. The childminder promotes the development of independence well and helps children to prepare for their later lives. For example, children learn to put their shoes on and to identify which shoe goes on which foot. The childminder helps children to feel ready for when they move on to other settings, such as nurseries or schools. For instance, she frequently takes them to busier settings where they can widen their friendships. Children operate with independence and confidence in the setting. They know where to find the toys they want. They follow rules and routines precisely. For example, at mealtimes they sit in specific places and find their cups and plates.

### Outcomes for children are good

Children, including those who are very young, use their imaginations throughout their play. For example, they pretend to be frogs and hop around saying 'ribbit'. Children develop speech and language skills well. Young children develop their vocabulary rapidly and begin to form sentences. All children show a great fondness for stories. They frequently ask to share stories with the childminder and discuss the story or pictures. Children develop an interest in books. Children count frequently in their play, for example, they count the cars in the toy garage and develop good early number skills.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY447755                                                                          |
| <b>Local authority</b>             | Surrey                                                                            |
| <b>Inspection number</b>           | 1062640                                                                           |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 2 - 3                                                                             |
| <b>Total number of places</b>      | 12                                                                                |
| <b>Number of children on roll</b>  | 6                                                                                 |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 14 January 2013                                                                   |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2012. She lives in Weybridge, Surrey. The childminder opens Monday to Friday, all year round. The childminder receives funding to provide early education for children aged two, three and four years. The childminder works with an assistant.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

