

Childminder report

Inspection date: 1 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children thrive in the welcoming and supportive care of the childminder. They are eager to take part in a wide range of exciting activities. For example, children enjoy pouring and scooping different-coloured rice. They learn to count how many pine cones are in a jar and how many more it would take to become full. The childminder demonstrates a good understanding of how young children learn, by providing resources that encourage children's curiosity and encourage risk taking. However, she does not adapt her teaching to make the most of opportunities that arise to help children gain new knowledge and skills, in particular relation to letters and sounds.

Well-established relationships with parents enable the childminder to share, promote and celebrate children's achievements. For example, the childminder creates photographic scrapbooks that children can share with their wider family, such as grandparents.

The childminder has high expectations for all children. She gives children a wealth of praise and encouragement. This helps to build their confidence and self-esteem. The childminder promotes positive attitudes by modelling respectful interactions with children, helping them to feel confident and valued. Clear and consistent boundaries contribute to children presenting excellent behaviour and conduct. The childminder encourages children to talk about their feelings. Children talk freely about themselves and what makes them unique.

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

- The childminder has high expectations for all children, including those with special educational needs and/or disabilities. She questions children effectively, waiting for children to respond and explain their thinking. Children are given opportunities to enhance their learning through the wide variety of activities on offer. These include trips and the local toddler group. For example, children use puppets to recreate their 'Gruffalo walk' through the woodlands.
- During play, the childminder provides a constant running commentary. She models language well and introduces a wide range of new words. This helps to develop children's communication skills. However, opportunities are overlooked to extend the children's understanding of letters and sounds and how these form words.
- The childminder values parent partnerships. She invites parents to share detailed information about their child's likes, dislikes and daily routine. She uses this information to create a tailored, comfortable environment for every child. Parents are well informed about their child's progress and daily routine through regular communication. The childminder acts with integrity to ensure the

children in her care have rich experiences. She expertly uses her knowledge of children and their families to consider what will help them to prepare for later learning and life.

- Children are independent. They know how to dress themselves and manage their own personal care. The childminder understands children's preferences and provides choices of snacks to promote a healthy diet. She encourages them to be involved in the preparation of their snacks. For example, children enjoy getting the plates from the cupboard before using knives to cut an apple into slices.
- The childminder conducts online research and training to help to develop her knowledge and skills. She is part of a group of childminders who meet regularly to share information and discuss changes in childcare. This helps them keep up to date and support each other to continually improve their practice.
- Children explore taking risks and being in charge of their learning, especially when using the potion station in the garden. They mix, whisk and create using natural ingredients, water and paint. They are curious, inquisitive and show high levels of concentration as they play. Children are imaginative and experiment with how they use resources and equipment. For instance, children use melon ballers and scoops to explore pouring acorns and conkers.
- The childminder acts as a positive role model for children and provides them with praise to boost their confidence in their own abilities. She helps them to understand the consequences of their actions. Children are polite and well mannered, taking turns and sharing happily. They listen to each other and the childminder. The uniqueness and well-being of children are key priorities for the childminder. Children are encouraged to discuss their feelings to help them to understand these and the impact they have on others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of her role in safeguarding children. She has a secure knowledge and understanding of the signs and indicators of harm. The childminder is confident of the procedures to follow, should she have any concerns about a child's welfare. Furthermore, the childminder regularly updates her safeguarding training. This means that she keeps up to date with recent safeguarding issues. The childminder completes robust risk assessments for her home and any outings that she takes children on.

What does the setting need to do to improve?

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

- extend opportunities to help children begin to develop an accurate understanding of different letters and sounds.

Setting details

Unique reference number	EY547519
Local authority	Surrey
Inspection number	10123468
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	5
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Guildford, Surrey. She provides care Monday to Friday from 8am to 6pm, all year round, except for family and public holidays. She holds a childcare qualification at level 2.

Information about this inspection

Inspector

Amanda Harrison

Inspection activities

- The inspector looked at qualifications, children's records and policies.
- The childminder and the inspector carried out a joint observation.
- During a learning walk, the inspector and the childminder discussed the quality of observation, planning and assessment and children's progress.
- The inspector took into account the views and opinions of the children and parents.
- The inspector discussed with the childminder how the early years provision and the curriculum are organised.

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.

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