

# Childminder Report

**Inspection date**

24 February 2016

Previous inspection date

15 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 assesses what children know well and provides a range of activities to support their learning. She uses cultural and seasonal topics to provide opportunities for children to extend their experiences further. As a result, all children make good progress.
- Children have access to a wide range of resources, both inside and outside, to support their learning effectively.
- The childminder provides children with lots of praise and encouragement which raise their levels of self-esteem well. Her calm and gentle approach helps them to achieve a sense of well-being and security.
- The childminder places a strong focus on children's safety. Children learn about safety through a variety of activities and discussions; for instance, about the wearing of seat belts in the car.
- The childminder shares information with other childminders and completes relevant training to help improve her teaching practice. She uses this support and her good knowledge of how children learn to provide positive outcomes for children.

**It is not yet outstanding because:**

- Occasionally, the childminder does not plan activities taking into account the varying ages of children, to maintain the interest of all.
- The childminder does not consistently encourage parents to share their views and ideas to help drive further improvements.

## What the setting needs to do to improve further

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

- develop further the organisation of some activities to fully involve all children
- strengthen partnerships with parents to provide more opportunities for them to regularly share their views and offer ideas to help shape future improvements.

### Inspection activities

- The inspector had a tour of the areas used for childminding.
- The inspector observed the childminder and children during play and carried out a joint observation.
- The inspector examined a sample of children's records, policies and other documents.
- The inspector discussed the childminder's self-evaluation process.
- The inspector engaged in conversation with the childminder and children at appropriate times through the inspection to gain their views.

### Inspector

Alison Southard

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is knowledgeable about the procedures to follow if she has concerns for a child's welfare. She assesses the potential risks in her home to keep hazards to a minimum. The childminder shares information well with parents and this helps to involve them in their children's learning. The childminder reflects on her teaching practice well and has made significant improvements since her previous inspection. For example, she has introduced an effective system to monitor children's progress and has begun forming positive relationships with other settings children attend.

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

The childminder uses her findings from observations and discussions with parents to plan for children's future learning. She has a clear understanding of children's next steps in learning and how to help them to achieve these. Children engage well in conversations with the childminder. For instance, they discuss what the guinea pigs eat as they stroke them. The childminder supports children to develop a good awareness of mathematics. For instance, she counts and discusses colours and shapes with children. Children engage well in creative activities. Babies and older children explore a variety of early technological resources that enable them to begin to learn about technology and its different uses.

### Personal development, behaviour and welfare are good

Children form positive relationships with the childminder. They have regular opportunities for physical play and outdoor experiences both in the childminder's garden and on outings. Children learn about good hygienic practices, such as washing their hands before eating and after stroking the pets. Children enjoy healthy snacks and meals. They develop an understanding of what the childminder expects of them and behaviour is good. Children gain an awareness of differences between themselves and others through a variety of activities. For example, they learn about festivals and compare the different features of themselves and others, such as eye and hair colour.

### Outcomes for children are good

Children make good progress in their learning. They develop an interest in literacy. For example, they look at books with the childminder and learn to recognise their names and develop early writing skills. They develop good independence skills and gain confidence in their abilities; for instance, young babies learn to hold their beaker well and older children learn to put on coats and shoes. The childminder supports children's communication and language skills effectively. For example, she introduces new words and helps children to build on their developing speech. Children learn good social skills as they mix with others at group times. They gain the key skills they need for their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY413741
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1031674
<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>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15 October 2015
<b>Telephone number</b>	

The childminder was registered in 2010. She lives in Ashford, Middlesex. The childminder works from Monday to Friday for most of the year. She has a relevant qualification at level 3.

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 2015

