

Childminder Report

Inspection date

16 March 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 creates a welcoming environment for children. She has a good range of play and learning resources, which are stored accessibly so that children can help themselves.
- The childminder uses well-established and effective processes to assess, track and plan for children's individual needs. They make good progress in their learning and development.
- Children form strong emotional attachments with the childminder and friendships with each other. Bearing in mind the age of the children attending, behaviour is good.
- The childminder promotes good health very well. Children enjoy a wide range of outdoor-based activities and exceptionally healthy snacks and meals.
- The childminder develops strong partnerships with parents. She keeps them very well informed about children's progress and fully involves them in her planning.
- The childminder is very well organised, for example with her record keeping. She makes good use of self-evaluation to identify and target priorities for improvement.

It is not yet outstanding because:

- The childminder has not explored all possible ways to support young children's understanding, attention and listening skills, for example during stories.
- The childminder does not always maximise opportunities to help children develop and extend their pretend play and understanding of the world around them.

What the setting needs to do to improve further

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

- build on ways to further support young children's listening, attention and understanding during verbal communication
- explore ways to further encourage and support young children's interest in pretend play and understanding of their immediate world.

Inspection activities

- The inspector observed children engaged in activities and the childminder's interactions with them indoors and in the garden.
- The inspector discussed the childminder's practice with her, including the impact of her teaching methods and use of observation and assessment to support children's progress.
- The inspector took account of the views of parents.
- The inspector sampled a range of documentation relating to safeguarding, children's progress and well-being, the childminder's suitability and her self-evaluation process.

Inspector

Amanda Tyson

Inspection findings

Effectiveness of the leadership and management is good

The childminder reflects on her practice and children's progress well. Her priorities for improvement are astute and well targeted. For example, booked future training includes working with children with physical and sensory impairment, an introduction to the different patterns in children's play and Forest School teaching methods. The childminder makes very good use of what she learns from training. For example, an outdoor play workshop inspired her to create exploratory areas in the garden and she is currently collecting resources to make a structure to introduce children to water channelling. Safeguarding is effective. The childminder completes regular training to ensure she is fully up to date with all procedures for acting on concerns about a child's welfare. She uses risk assessments very effectively to keep children safe in the home and on outings.

Quality of teaching, learning and assessment is good

Children enjoy their play, particularly when activities are closely linked to their interests, such as being outdoors. They have great fun searching for worms and making 'mud dinners' in the garden. The childminder extends children's language by repeating words. She provides lots of practical experiences, such as feeding the ducks, visiting farms and collecting nature items from the woods, to support their learning. Overall, the childminder makes good use of her observations and assessments to identify ways to move children on in their learning. She knows, for instance, that young toddlers like to put everything in their mouths so provides edible messy play for enjoyable exploration.

Personal development, behaviour and welfare are good

Children have a strong sense of belonging in the childminder's home. Toddlers sleep comfortably in cots at times consistent with their home routine. They potter around very confidently and enjoy being able to help themselves to toys. The childminder has simple, positive behaviour rules, such as for being kind, sharing and helping to tidy up. Young children develop their understanding of diversity, for example as they play with toys, such as dolls with different skin tones, and look at books that promote positive images of genders and disabilities.

Outcomes for children are good

Children are well prepared for transfer to pre-school when the time comes. They develop practical independence, such as for putting on their own coats and shoes and becoming toilet trained. Children develop confidence and social skills, for example through their engagement in community group activities such as 'rhyme time' and stay-and-play sessions. Toddlers develop good early writing skills. For example, they make marks with paint brushes and chalks outdoors.

Setting details

Unique reference number	EY455116
Local authority	Surrey
Inspection number	930553
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2013. She lives in Epsom, Surrey. The childminder works from Monday to Friday throughout the year.

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. 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 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.

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 website for news, information and updates at 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
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

