

# Childminder Report

**Inspection date**

18 April 2016

Previous inspection date

21 September 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 reflects on her practice and frequently takes steps to improve her knowledge. She provides good-quality outcomes for children.
- The childminder has a good relationship with other early years providers that children attend. They work together to promote children's learning and care.
- The childminder knows each child very well and adapts her practice to suit their individual needs.
- Children are keen to learn in a safe and welcoming environment where they are valued and respected. The childminder effectively supports the emotional development of children. For example, she gives them praise and builds their self-esteem.
- Children begin to learn good skills that will help them get ready for school. For example, they choose their own resources and develop independence.
- The childminder has a good relationship with parents and shares children's information with them in a number of ways. This flexibility helps to provide consistency in planning for children's care and learning, both at home and with the childminder.

**It is not yet outstanding because:**

- The childminder does not fully support children's early literacy skills. Children do not always learn to link letters and sounds to help them develop and blend words.
- At times, the childminder does not consistently extend children's opportunities to develop an understanding of the natural world.

## What the setting needs to do to improve further

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

- provide more opportunities to support children's early literacy skills
- strengthen opportunities for children to develop their understanding of the natural world.

### Inspection activities

- The inspector observed interactions between the childminder and children.
- The inspector conducted a joint observation with the childminder.
- The inspector sampled documentation, including planning, children's development records, and policies and procedures.
- The inspector took into account the written views of parents.
- The childminder gave the inspector a tour of the premises.

### Inspector

Susan Allen

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is aware of what to look out for if she has a concern about a child's welfare and has effective procedures to follow. She keeps up to date with new legislation and practice. For example, after attending a recent safeguarding course, the childminder is now better able to keep children safe. The childminder seeks the views of children and parents to help her drive improvements to her setting. For example, she talks to children and evaluates activities to inform her future planning. She tracks children's progress and identifies any areas for development. She develops effective planning to promote children's continued learning.

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

The childminder uses lots of opportunities to discuss mathematical language. For example, she encourages children to count, uses language such as 'add', and asks questions, such as 'How many altogether?' This helps to develop children's mathematical knowledge. The childminder follows children's learning needs and interests well to plan exciting activities. For example, she has a blackout tent for children to explore sensory toys, such as those with different textures or lights. Children use a variety of interesting resources. For example, they use a utility board with locks, latches, buttons and switches to explore how things work.

### Personal development, behaviour and welfare are good

The childminder has strong bonds with the children. She acts as a good role model. The children behave well and learn right from wrong. They are beginning to understand the needs of others. For example, a child cried and another child offered a toy and reassurance. The childminder uses consistent boundaries and positive reinforcement to promote good behaviour. Children learn respect for others. The childminder promotes a positive attitude towards gender, race, culture and other differences, and challenges stereotyping. For example, both boys and girls are encouraged to play with prams and dolls. Children are encouraged to make healthy choices with food. For example, the childminder offers a range of fresh fruits and vegetables for them to choose from.

### Outcomes for children are good

Children have a close attachment to the childminder and are happy and confident. They are aware of their own needs and how to manage them. For example, a child decided it was cold outside and put their own coat on. Children can dress themselves and visit the toilet on their own. Children's physical skills and abilities develop well, for example, when they play on large equipment. Children develop good social skills. For example, they meet other children during outings in the local community.

## Setting details

<b>Unique reference number</b>	507551
<b>Local authority</b>	Surrey
<b>Inspection number</b>	826182
<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>	1 - 4
<b>Total number of places</b>	5
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21 September 2010
<b>Telephone number</b>	

The childminder registered in 1987. She lives in Reigate, Surrey. The childminder operates Monday to Friday, from 7.30am to 5.45pm, during term time only. She has a recognised childcare qualification at level 4.

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

