

# Childminder Report

**Inspection date**

25 April 2016

Previous inspection date

10 March 2010

<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 has a strong relationship with all children. For example, she gives cuddles and praise that builds their self-esteem and emotional well-being.
- The childminder has an effective system for monitoring and tracking children's development and ongoing good progress.
- Partnerships with parents are effective. The childminder provides parents with regular opportunities to understand their children's progress. For example, she shares her assessment reviews and next steps in children's learning are discussed and agreed with parents.
- Children are motivated to learn and develop confidence. The childminder prepares them well for their move to school.
- Self-evaluation is effective. For example, the childminder seeks the views of children and parents to help her identify and tackle areas to improve her practice. This helps support good outcomes for children.

**It is not yet outstanding because:**

- The childminder does not always have highly effective partnerships with other early years settings that children also attend, to help ensure a stronger continuity in their learning.
- At times, the childminder does not always encourage children to be independent and learn about taking responsibility. For example, she does not always encourage them to help tidy away their toys.

## What the setting needs to do to improve further

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

- strengthen partnerships with other early years provisions that children also attend, to improve further continuity in their care and learning
- use all opportunities to help children build on their independence and ability to take responsibility for appropriate tasks.

### Inspection activities

- The inspector observed children at play and their interactions with the childminder.
- The inspector discussed what children gained from the activities with the childminder.
- The inspector sampled some documentation, including planning, children's development records, and policies and procedures.
- The inspector took the written views of parents into account.
- The childminder gave the inspector a tour of the premises.

### Inspector

Marvet Gayle

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is clear about her role in keeping children safe. She securely knows the procedures to follow should she have a concern about children's welfare. She regularly updates her knowledge about changes in legislation and practice effectively, further improving her understanding and skills. The childminder reviews and monitors children's progress well. She carefully identifies areas for improvement to ensure that children continue to make good progress in all areas of learning. Parents comment that their children are very happy and safe in the childminder's care.

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

The childminder follows children's interests well as she plans exciting activities and extends their learning. For example, as children play with different toy vehicles and animals, she helps children to learn about size as they try to fit the animal in the vehicles. The childminder supports children's communication and language skills well. For example, she introduces new words, such as 'stripy' and 'mane' as she describes the animals. She also successfully uses good questions to encourage children's thinking and problem-solving skills, such as when they created a track for the cars. The childminder introduces mathematics and literacy into children's play well. For instance, they recognise shapes and identify their names on the coat pegs. Children develop a good attitude for their future learning.

### Personal development, behaviour and welfare are good

Children's behaviour is good. The childminder is a good role model, such as helping children to share and take turns. She teaches children to be aware of their own safety, for example, to sit down when eating. Children enjoy going to parks, learning about nature and being physically active. Children develop good social skills, for example, as they mix regularly with other adults and children when they visit groups with the childminder. Children learn to manage their own care needs well and how to keep themselves healthy. For example, they enjoy going in the garden or to the park to be physically active. Children competently manage to kick a ball with control or manage a slope with a suitable bicycle.

### Outcomes for children are good

All children make good progress from their starting points. They learn about diversity and the need to be tolerant of other people's differences. Children are confident communicators and gain an understanding of simple mathematics. For example, they listen extremely well and learn to count accurately. This helps prepare them well for the next stage in their learning or school.

## Setting details

<b>Unique reference number</b>	EY396624
<b>Local authority</b>	Surrey
<b>Inspection number</b>	830746
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	4
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10 March 2010
<b>Telephone number</b>	

The childminder registered in 2009. She lives in Addlestone, Surrey. She works Monday to Friday from 7.30am to 6pm, throughout the year. The childminder has an appropriate level 3 childcare qualification.

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

