

Childminder Report

Inspection date

4 May 2016

Previous inspection date

16 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Children build strong bonds with the childminder and her assistant. They are both attentive to children's individual needs. This helps to promote children's emotional well-being.
- The childminder knows how to prepare children for the next stages in their learning. For example, she understands how to promote their independence and personal care skills, to help them develop the skills they need for their future learning.
- The childminder knows how to keep children safe. For example, she continually risk assesses her home and the environment where the children play. She also helps children learn about staying safe while at home or on outings.
- The childminder has a good understanding of the observation, assessment and planning process. She uses this knowledge to help her plan challenging and engaging activities for children.
- The childminder has very strong partnership with parents and other settings the children attend. She has good communication with parents and keeps them fully informed of children's learning and care routines.

It is not yet outstanding because:

- The childminder sometimes misses opportunities to fully extend children's mathematical language during their play and learning experiences.
- The childminder does not always provide an extensive range of opportunities for young children to explore and develop their creative skills independently.

What the setting needs to do to improve further

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

- build on the teaching opportunities for children to learn more mathematical language during their play
- provide a wider range of opportunities for younger children to explore their creative skills independently.

Inspection activities

- The inspector completed observations of the children engaged in activities with the childminder and her assistant.
- The inspector viewed all areas of the home used for childminding.
- The inspector sampled documents that the childminder uses to support her practice.
- The inspector and childminder discussed the systems used to observe and record children's progress.
- The inspector viewed written feedback that parents made available for the purpose of the inspection.

Inspector

Rachel Hurford

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant have a secure understanding of child protection and they know how to report any concerns they may have about a child in their care. The childminder is organised and uses a variety of ways to keep their knowledge of the requirements and changes to legislation up to date. She accesses training and support that helps her support children's learning further. The childminder is very reflective and consistently evaluates her practice. She identifies areas for improvement, and uses targeted plans and ideas to address them effectively. For example, the childminder has worked to develop the garden area to create an exciting and interesting learning environment for children of all ages.

Quality of teaching, learning and assessment is good

The childminder plans activities and experiences according to children's individual learning needs. She provides challenging and engaging activities for children that support their next steps. The childminder continually exchanges information with parents about their children's achievements and next steps for learning. This helps parents to support their children's learning at home. The childminder and her assistant have consistently good teaching skills. For example, they differentiate activities and language to support children's individual developmental needs. Younger children learn about counting, for example, through effective one-to-one support from the childminder.

Personal development, behaviour and welfare are good

The childminder introduces children to the natural environment. For example, they enjoy trips to the farm and to historical places of interest where they explore the gardens. They also relish opportunities for daily exercise and outdoor physical play, for instance, in local parks and clubs. Children learn to listen to and respect each other, and the childminder teaches them to take turns and cooperate in play. For example, she helps older children to understand that younger children are still learning to play together and share. The childminder is committed to ensuring that children have a good understanding of people's differences. For example, she runs a local childminding group where children participate in activities that celebrate diversity and different cultures.

Outcomes for children are good

Children make good progress in their learning and development. All children, including young children, enjoy exploring the environment and choosing different play activities to set their own challenges. For example, they role play with the dolls, feed and change them, and persist in and accomplish dressing the dolls. Children develop good skills for their future learning.

Setting details

Unique reference number	EY297964
Local authority	Surrey
Inspection number	1048887
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	12
Number of children on roll	5
Name of provider	
Date of previous inspection	16 May 2013
Telephone number	

The childminder registered in 2004. She lives in Epsom, in the Borough of Surrey. She works with an assistant. The childminder works Monday to Friday, 7am until 6.30pm, all year round.

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

