

# Childminder Report

**Inspection date**

13 June 2016

Previous inspection date

3 April 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The childminder builds positive and caring relationships with children. She is warm, caring and attentive to their individual needs, which helps them feel secure in her care.
- The childminder checks the progress children make. She identifies children's next steps in learning and the support needed to help them reach the levels of development that are typical for their age. Where necessary, the childminder tailors activities to help children catch up with their peers. Children make good progress.
- Children develop good social skills and friendships. For example, the childminder teaches children to consider other people's feelings, take turns and share from a young age.
- The childminder seeks out a range of opportunities to extend her already good teaching skills. For example, she attends training and shares ideas with other professionals and settings to improve her practice.

### It is not yet outstanding because:

- The childminder sometimes misses opportunities to support children to develop their emerging interests and ideas during play.
- Parents are not regularly asked to contribute to the childminder's evaluation and monitoring systems so that they can share their views and ideas about the future development of her service.

## What the setting needs to do to improve further

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

- increase opportunities for children to take the time they need to explore and develop their emerging ideas and interests
- enhance the evaluation and monitoring systems in place and take account of the views and ideas of parents that drive forward improvements in the setting.

### Inspection activities

- The inspector spoke to the childminder and engaged with the children at appropriate times during the inspection.
- The inspector observed the childminder's interactions with children.
- The inspector and the childminder evaluated the effectiveness of an activity together.
- The inspector viewed the spaces, toys and equipment used for childminding purposes, indoors and outdoors.
- The inspector looked at a range of documentation, including self-evaluation, policies and the children's development records.

### Inspector

Hazel Farrant

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has successfully met the actions and recommendation raised at the previous inspection. This contributes to her commitment to improve the outcomes for children. Arrangements for safeguarding are effective. The childminder understands what to do and who to report to if she has concerns about the welfare of a child. The childminder establishes effective partnerships with parents and other settings to ensure consistency in children's learning and care. Written statements from parents are complimentary about the care and service the childminder provides.

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

The childminder has a good understanding of how children learn. She observes children's learning well and plans interesting activities that children enjoy and that motivate them to learn. The childminder promotes children's language and communication skills well. For example, by repeating words when she is playing alongside children during activities and when reading stories together. Children's creative skills are supported well. For example, during a craft activity, children enjoy sticking tissue paper and bubble wrap to make a picture. Older children skilfully use scissors to cut tissue paper so that it is ready to use. Toys and resources promote all areas of learning and are easily accessible so that children can make independent choices in their play.

### Personal development, behaviour and welfare are good

The childminder provides a warm and welcoming environment where children feel very much at home. This strongly contributes to their good self-esteem. The childminder effectively promotes children's physical well-being. She teaches children about the importance of keeping themselves healthy. For example, children learn about healthy foods during conversations and visits to the local shops and farmers' market. Children spend time outdoors, visiting places of interest, attending social groups and going on walks. Children behave well. Clear boundaries are in place and the childminder constantly praises children's achievements.

### Outcomes for children are good

Children make good progress in their learning and development. They are confident and keen to try out new experiences. Children learn about their local and wider community. For example, through attending a variety of community groups and through discussions and planned activities. Children gain valuable skills necessary for future learning and moving on to school when the time comes.

## Setting details

<b>Unique reference number</b>	EY452469
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1049725
<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 - 10
<b>Total number of places</b>	3
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	3 April 2013
<b>Telephone number</b>	

The childminder registered in 2012 and lives in Guildford, Surrey. She operates her service all year round from 7.30am to 6pm, Monday to Friday.

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 2016

