

# Childminder Report

**Inspection date**

6 April 2017

Previous inspection date

26 January 2015

<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 skilfully extends children's language development. For example, she encourages plenty of conversation with children about their interests and home lives. Children communicate well and make good progress from their starting points.
- Parent partnerships are strong. The childminder has effectively addressed her previous recommendation. She uses effective ways to involve parents in all aspects of their children's progress, such as sharing their next steps in learning.
- The childminder builds very good bonds with children. She is calm and caring, and spends time playing and talking with children in a positive way. Children are very happy, safe, secure, and ready to learn.
- The childminder encourages children's thoughts and ideas well, and challenges them to think and solve problems as they play.
- The childminder takes positive steps to evaluate her effectiveness and to make improvements. For example, she seeks the views of parents and accurately identifies strengths and areas to improve further.

### It is not yet outstanding because:

- The childminder does not always check children's progress precisely to help her identify any gaps in their learning more consistently.
- Occasionally, younger children are not fully engaged in challenging play to support their learning even further.

## What the setting needs to do to improve further

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

- make better use of systems to monitor children's progress, to identify any gaps in learning and development more promptly
- provide younger children with more consistent support to help them fully engage in challenging and interesting play at all times.

### Inspection activities

- The inspector observed children and the childminder playing together.
- The inspector sampled a range of documentation, including safeguarding policies and procedures, and children's records.
- The inspector and the childminder discussed the play activities and children's learning during the inspection, and undertook a joint observation of children's play.
- The inspector observed the quality of teaching and the impact this had on children's learning.

### Inspector

Ben Parsons

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder works well to evaluate her practice and makes effective changes that benefit the children. She has improved the way she supports children's understanding of diversity. For example, children now enjoy multicultural food tasting activities and explore resources that reflect differences positively. The childminder successfully develops her knowledge and keeps her skills up to date. For example, she researches good practice and shares ideas with other professionals. This has helped her to introduce new activities that support children's creativity well. Safeguarding is effective. The childminder knows the signs that would cause concern about a child's welfare. She has a clear understanding of the procedures to follow to help maintain children's safety.

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

The childminder knows each child well. She regularly observes their play and plans enjoyable and challenging activities to encourage their good progress. For example, children enjoyed searching the garden for hidden numbers and recognised them well. The childminder spends time playing with children and extends their learning well. For example, she challenged older children to name toy animals and encouraged younger children to make the animal noises. The childminder skilfully supports children's early mathematical development. For instance, she encouraged children to count and compare shapes as they carefully explored shape sorters.

### Personal development, behaviour and welfare are good

The childminder provides a welcoming environment where children are happy and at ease. She is very nurturing and children are keen for her to join in their play. The childminder is a good role model for children. Children behave well and treat each other and the home respectfully. They learn to share and play well together. For example, they happily discussed what food to put on their pretend shopping lists and listened well. Children have regular opportunities for physical exercise outdoors. For instance, they visit local parks with the childminder and use the wide variety of resources in her garden. The childminder provides healthy home-made meals and encourages children to eat well.

### Outcomes for children are good

Children enjoy their learning and concentrate well in their chosen play. For example, older children pay attention to detail as they draw and develop strong early writing skills. Children have good physical skills. For example, babies begin to take their first steps from an early age and older children feed themselves using cutlery. Children enjoy exploring water, and show curiosity as they pour it through funnels and watch it splash in the tray. They show good imagination and enjoy taking on different roles in their play. All children quickly gain the skills needed for the next stage in their learning and for school.

## Setting details

<b>Unique reference number</b>	EY370014
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1085614
<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>	0 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	26 January 2015
<b>Telephone number</b>	

The childminder registered in 2008. She lives in Merstham, Surrey. The childminder has a childcare qualification at level 3. She provides care for children between 7.45am and 6pm each weekday, all year. The childminder works with one other registered childminder, who is her mother. The childminder employs two assistants as and when required.

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 2017

