

Childminder Report

Inspection date

11 April 2017

Previous inspection date

26 May 2015

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

- Overall, the use of effective observation enables the childminder to plan for children's learning. She skilfully encourages children to have a go and join in the activities and helps them achieve their individual goals.
- The childminder seeks the views of parents effectively as part of her self-evaluation process. This helps to develop her provision and continuously drive improvement.
- Children's communication and language are developing well. For example, the childminder repeats words and uses simple sentences to promote their understanding and speech.
- Children build very strong relationships with the childminder. They are settled and secure in her care, which helps to build good levels of emotional well-being.
- Children are confident and explore their surroundings with enthusiasm. They show a positive attitude to learning.
- Children develop the necessary skills that prepare them well for their future learning. For example, they follow simple instructions and work cooperatively with others.

It is not yet outstanding because:

- At times, the childminder does not make full use of her assessments of children's learning to identify more sharply all possible gaps in their development to help them make exceptional progress.
- The childminder does not make the best possible use of information sharing with parents to help extend children's learning further at home.

What the setting needs to do to improve further

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

- enhance the monitoring of children's learning to help identify more accurately any less obvious gaps in their development
- involve parents further in their children's progress, in particular to help them extend learning opportunities at home.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact on children's learning.
- The inspector examined records and documents provided by the childminder.
- The inspector discussed the self-evaluation process with the childminder.
- The inspector spoke to children about what they read during the activities.
- The inspector checked the knowledge of the childminder relating to keeping children safe and their development.

Inspector

Ingrid Howell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder continually updates her knowledge of safeguarding matters. She knows what to do should she have a concern about the welfare of a child. For instance, she knows the indicators that children may be at risk of exposure to extreme ideas about right and wrong. The childminder works well with other professionals to help sharpen her teaching skills. For example, she keeps her knowledge up to date by attending network meetings with other childminders to share ideas. She is conscientious about safety and the supervision of children and completes daily risk assessments. The childminder makes effective use of guidance, such as online information from the local authority and childcare organisations. She updates her policies and procedures in line with current guidance, to refresh her good awareness.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn and provides a range of interesting activities to support their individual needs. For example, she encourages them to persevere with tasks, such as completing puzzles. She supports children's understanding of numbers and mathematical language well. For example, during play, they count everyday objects and compare sizes. The childminder works well with other settings that children attend, such as pre-schools. This shared approach helps to provide consistency for children's care and development. Children make good progress from their starting points.

Personal development, behaviour and welfare are good

Children have opportunities to learn about the similarities and differences between themselves and others. For instance, the childminder provides books that help children to develop their understanding of people from different countries and cultures. The childminder places a strong focus on helping children to develop positive relationships. For example, when playing games, she encourages them to share and take turns. Children's behaviour is good. They have a good understanding of how to keep themselves safe; for example, the need to follow good hygiene practices.

Outcomes for children are good

Children make good progress in preparation for their future learning, including for starting school. For example, they learn to make independent choices about their play and are confident communicators.

Setting details

Unique reference number	EY449519
Local authority	Surrey
Inspection number	1095356
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 3
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	26 May 2015
Telephone number	

The childminder registered in 2012. She lives in Guildford, Surrey. She is registered to provide overnight care for one child under eight years. The childminder operates Monday to Thursday, all day, for most of the year.

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 2017

