

# Childminder Report

**Inspection date**

30 June 2017

Previous inspection date

17 October 2014

<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 reflects well on her practice. She monitors and tracks children's progress effectively. She identifies any gaps in learning and implements a plan to address these.
- Children are learning to be independent. For example, they are aware of their own needs. They are learning how to put on their own shoes and can wash their hands.
- The childminder knows each child very well and adapts her practice to suit their individual needs. All children make good progress, including those who have special educational needs and/or disabilities.
- The childminder supports the children's emotional well-being effectively. She cuddles them and praises them, and builds on their developing confidence and self-esteem.
- Children follow their own interests and are motivated to learn. The childminder provides a safe, warm and welcoming environment where children are valued and respected.
- Children are prepared well for school. For example, they begin to learn how to link letters with the sounds that these represent.

### It is not yet outstanding because:

- The childminder does not consistently share information with parents on how they can extend their children's learning at home.
- The childminder does not provide the best possible opportunities for children to discover how things work and develop their skills in using information technology.

## What the setting needs to do to improve further

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

- extend the opportunities to help parents to build on their children's learning at home
- enhance opportunities for children to use information technology and find out how things work.

### Inspection activities

- The inspector viewed the premises.
- The inspector observed the childminder interacting with children.
- The inspector conducted a joint observation with the childminder and held discussions about children's development and progress.
- The inspector sampled documentation, including planning, children's development records, policies and procedures.
- The inspector took into account the written views of parents.

### Inspector

Susan Allen

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has good relationships with parents and other agencies. For example, she has worked with a portage worker to support a child who has special educational needs. She also works closely with the health visitor and other professionals. Safeguarding is effective. The childminder has a good knowledge of safeguarding issues and knows how to keep children safe. The childminder promotes her professional development well and has attended training which has had a positive impact on her practice. For example, she is now better able to support vulnerable children. Since her last inspection, the childminder has improved the way she seeks parents' and children's views on how to initiate improvements. For example, she planned a sports day after children asked to have running races.

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

The childminder successfully challenges children's stereotypical views, explaining how both men and women can do jobs, such as washing. The childminder effectively supports children to express themselves in different ways. For example, children play on the drums and sing songs. The childminder then extends learning and demonstrates how to tap out a simple beat. She encourages the good development of children's speech and language skills, and extends their vocabulary effectively. For example, she introduces words, such as 'ready, steady, go' during a running race. The childminder teaches children effectively about the world around us. For example, she takes the children on nature walks and explores the woods.

### Personal development, behaviour and welfare are good

The childminder is a good role model and children's behaviour is good. She effectively teaches good manners and children learn to share and take turns. She teaches children about how to manage their own safety well and how to identify potential hazards. For example, children learn that an iron may be hot and dangerous to touch. Children learn to be caring towards others. For example, a child fell over and another child helped to brush off the dirt and helped her up. The childminder teaches children effectively about healthy eating in a variety of ways, such as through discussion and looking at pictures.

### Outcomes for children are good

Children choose their own activities and learn to share, work together and respect each other. They make good progress in their learning from their starting points. They have a good variety of opportunities to be active, for example, as they play games, such as hula hoop and explore the climbing frame. Children learn different mathematical concepts, such as 'more' and 'lots', and begin to gain an understanding of shape and colour. Children develop good communication and language skills. For example, as they discuss different foods, such as 'prawns', during play.

## Setting details

<b>Unique reference number</b>	EY265380
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1070536
<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>	2 - 3
<b>Total number of places</b>	5
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	17 October 2014
<b>Telephone number</b>	

The childminder registered in 2003. She lives in the village of Bletchingley in Redhill, Surrey. She operates from 8am to 6pm, 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](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

