

# Childminder Report

**Inspection date**

22 February 2018

Previous inspection date

Not applicable

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| 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 has a strong commitment to the service that she provides. She is reflective about her practice and completes regular research to help increase her knowledge. The childminder shares good practice with other childcare professionals to help extend her knowledge affecting children's care and learning.
- The childminder is highly vigilant about children's safety. She effectively helps to extend children's awareness of how to keep themselves safe, such as when using online equipment.
- The childminder's home is welcoming and stimulating. Children are treated as part of the family. The childminder supports their emotional well-being very well.
- Children are well behaved and happily help themselves to toys and resources that interest them. The childminder uses children's interests effectively to plan a wide range of indoor and outdoor activities to support their development.
- Parents are engaged in their children's learning. The childminder accurately checks their children's progress. She regularly shares comprehensive knowledge about each child with them. Parents are supported to guide their children's learning at home.

**It is not yet outstanding because:**

- At times, the childminder does not make the best use of opportunities to maximise children's independence.
- The childminder has not fully developed the links with other early years providers to extend children's ongoing progress, such as through shared information.

## What the setting needs to do to improve further

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

- make the most of all opportunities to help children extend on their already good independence even further
- maximise links with other providers that children also attend, particularly to share information about children's progress and use this more precisely to plan for their individual future learning.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning. The inspector talked to the childminder and the children at appropriate times.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at evidence of the suitability of the childminder and other adults living on the premises.
- The inspector looked at a sample of children's records, including a range of other documentation, such as the childminder's safeguarding policy and procedures.
- The inspector took account of the views of children's parents, from documents containing their comments on the provision.

### Inspector

Maura Pigram

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has an exceptional knowledge about child protection and how to keep children safe from harm. She has an excellent understanding about the importance of protecting children from extreme views. The childminder maintains detailed information about who to contact if she has concerns about a child's welfare. Since registration, the childminder has developed her awareness about how children learn and develop. She effectively checks their progress with parents and shares extremely detailed information about their children with them. She is very aware of where to seek advice and support if she is concerned about a child's development.

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

Children enjoy their time with the attentive childminder. She supports their learning well. For example, discussions take place about what may be in a treasure box. Lots of excitement occurs as each item is introduced. This helps to support children's language skills. Children are enthusiastic and motivated in their play. They concentrate on tasks, such as hide-and-seek games using toy items. The childminder helps children to correctly count the amount of toys that they successfully find. She skilfully helps raise children's awareness about the wider world and diversity. For instance, she plans purposeful activities involving food and festivals to help children learn about different cultures. This helps children to develop an understanding about similarities and differences.

### Personal development, behaviour and welfare are good

Children have strong bonds with the childminder. They confidently use good manners and the childminder provides them with nutritious meals. The childminder knows children's dietary needs and preferences very well. She encourages them to develop good eating habits. Children have ample opportunities to practise their physical skills. For example, they enjoy using the wide range of wheeled toys outdoors and visit soft-play centres with challenging play equipment. Children learn how to care for their surroundings and how to manage potential risks. For example, they eagerly help to tidy up and know how to safely carry toys, such as pretend drills.

### Outcomes for children are good

Children are well prepared for their future learning, including their eventual move on to school. They are confident and have vivid imaginations which they use in their role play, such as making up stories. Children are developing good social skills and they are learning how to take turns during their play. They make good progress in their literacy skills. Children know how to hold pencils and they are starting to give meaning to the marks they make.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY497347  |
| <b>Local authority</b>             | Surrey  |
| <b>Inspection number</b>           | 1035646   |
| <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 - 3   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 2   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | Not applicable  |
| <b>Telephone number</b>            |   |

The childminder registered in 2016. She lives in Fetcham, Surrey. The childminder offers care Monday to Friday, from 8am until 6pm all year round, except for family and bank holidays.

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 2018

