

# Childminder Report

**Inspection date**

7 March 2018

Previous inspection date

12 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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are extremely settled and secure in the childminder's care, which helps to build excellent levels of emotional well-being.
- The childminder is effective in the self-evaluation of her provision. She seeks the views of parents and children to make continuous improvements.
- Partnerships with parents are good. The childminder works well with them and meets the children's care needs exceptionally well. She keeps them well informed of what the children have been doing and make suggestions on how they can support learning further at home.
- The childminder has a good understanding of how children learn and develop. She observes them closely and gets to know them well.
- Children confidently develop skills that prepare them well for their next stage of learning, including school. They show high levels of interest in activities and are inquisitive to learn new skills.

### It is not yet outstanding because:

- During some activities, the childminder misses opportunities to build on children's problem-solving skills, to help them think critically and find answers to why things happen.
- The childminder does not consistently encourage children to count and use numbers during play to build on their mathematical development.

## What the setting needs to do to improve further

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

- continue to build on children's problem-solving skills, to help them think critically and find answers to why things happen
- further enhance the opportunities to encourage children to use numbers and counting during play.

### Inspection activities

- The inspector observed the interactions between the childminder and children, and considered the impact this has on their learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector discussed with the childminder how she keeps the children in her care safe.
- The inspector viewed documents, including the childminder's paediatric first-aid certificate and public liability insurance.
- The inspector viewed the areas of the home used by the children.

### Inspector

Ingrid Howell

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder is aware of her role and responsibilities in keeping children safe. She knows what action to take if she has any concerns about a child. She has established effective links with other settings that children attend, including nursery schools. They regularly share information to ensure that children's emotional, care and development needs are met. This helps to ensure continuity of care and learning. The childminder makes good use of networking opportunities and discusses practice issues with other professionals. For example, she meets regularly with other childminders and shares ideas to help sharpen her teaching skills.

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

The childminder provides activities that enhance children's understanding of the world. For instance, they plant daffodils and, as they do this, the childminder extends their learning further. She talks to them about the daffodils growing from bulbs and they look at the roots and flowers. Children enjoy exploring with different resources to help them to recognise change. For example, as they use different-coloured pens and combine two colours they recognise that they have created a different colour. The childminder encourages children to be independent, such as organising activities. For instance, she urges them to choose the toys that they would like to play with and teaches them that they must tidy them away when they have finished.

### Personal development, behaviour and welfare are outstanding

Children build exceptionally strong relationships with the childminder. She is an excellent role model and has a consistently caring approach. She offers children gentle guidance and praise. Children demonstrate exceptionally positive behaviour and have a high level of respect for others. The childminder is highly effective at encouraging children to understand the importance of having a healthy lifestyle and being physically active. For example, she uses opportunities, such as growing vegetables in the garden, to help children to understand where their food comes from and teaches them the importance of making healthy food choices. Children have a strong awareness of following hygiene practices, including the need to wash their hands before meals and after using the toilet.

### Outcomes for children are good

Children make good progress from their starting points. They are eager to participate in activities and make independent choices from a range of resources and play materials indoors and outside. They confidently understand and follow instructions, and are developing good listening skills. Children develop their early literacy skills. For example, they recognise words that are significant to them, and confidently name words beginning with different letters of the alphabet.

## Setting details

<b>Unique reference number</b>	121728
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1085546
<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 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	12 January 2015
<b>Telephone number</b>	

The childminder registered in 1997. She lives in Redhill, Surrey. The childminder operates Monday to Friday from 7.30am to 6pm, 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](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

