

# Childminder Report

**Inspection date**

7 March 2018

Previous inspection date

23 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Met	
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 tracks children's progress effectively to help identify their achievements and target any gaps in their development. She works in good partnership with outside agencies to help all children to reach their full potential. Children make good progress from their starting points.
- The childminder has good relationships with other early years settings that children also attend. She makes sure there is a regular two-way flow of information about children's progress, to support a consistent approach to planning for future learning.
- The childminder extends her professional knowledge and skills in a range of ways. For example, she researches activity ideas to support her in meeting the individual learning needs of children and to help widen their experiences.
- The childminder has a warm, caring approach. The children are happy, secure and form close emotional attachments with the childminder and other children.
- The childminder is conscientious about children's safety and checks her home thoroughly to identify and minimise any hazards.

### It is not yet outstanding because:

- The childminder does not make the most of all opportunities to challenge and inspire older children to develop further their early reading and writing skills.
- The childminder has not fully developed highly effective systems for seeking feedback from all parents as part of the ongoing evaluation of the provision.

## What the setting needs to do to improve further

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

- challenge older children to gain the skills they need in preparation for early reading and writing
- increase opportunities for parents to regularly contribute to the self-evaluation process and help raise standards to an even higher level.

### Inspection activities

- The inspector had a tour of the premises and reviewed the resources with the childminder.
- The inspector observed the childminder and children during their activities and discussed her observations with the childminder.
- The inspector held discussions with the childminder and children throughout the inspection.
- The inspector looked at a range of documentation, including policies and procedures, risk assessments and the children's learning and assessment records.

### Inspector

Jane Franks

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows the signs that might lead her to be concerned about a child's welfare and is clear about the correct procedures to follow to keep children safe from harm. She regularly refreshes her safeguarding knowledge and is up to date with current legislation. The childminder reflects closely on her overall practice and makes changes that have a positive impact on children's learning outcomes. For example, she has reviewed and developed the outdoor learning environment to provide interesting experiences that help children to explore the natural world, such as creating a mud kitchen area. The childminder assesses children's levels of development and uses this information to plan the next steps in their learning.

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

The childminder has good relationships with parents overall. For example, parents provide her with frequent information about their children's achievements at home and the childminder makes good use of this in her assessments of children's progress. The childminder interacts positively with children during play to support their involvement and extend their learning. For example, she follows their interest in rockets and actively initiates discussions that encourage children to think about the different planets in the solar system. The childminder provides good encouragement for children to think things through for themselves and solve problems. For example, she asks questions that support them to speculate the best way to make their construction models. Children enjoy activities and are confident learners.

### Personal development, behaviour and welfare are good

The childminder encourages children to adopt a healthy lifestyle. For example, they make independent decisions and select their own healthy snack. Children explore places of interest in the local area with the childminder and develop a good understanding of the wider world. They meet with other children at groups and extend their good social skills well. Children show good manners, such as asking to get down from the table after their snack. The childminder praises children's achievements and supports their good behaviour and self-esteem successfully.

### Outcomes for children are good

Children develop good skills that prepare them well for the next stage in their learning, including going to pre-school and to school. Children engage intently in their play. They use their imaginations well and eagerly initiate their own games. Children develop good mathematical skills. For example, they use positional language as they play and learn to recognise written numbers. Younger children are independent and love to be helpful. For example, they tidy away toys with no prompting from the childminder.

## Setting details

<b>Unique reference number</b>	EY399594
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1120757
<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>	3 - 4
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	23 March 2015
<b>Telephone number</b>	

The childminder registered in 2009. She lives in Woking, Surrey. The provision operates from Monday to Friday, 8am to 5.30pm, 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

