

# Childminder Report

**Inspection date**

28 June 2018

Previous inspection date

24 November 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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

**This provision is good**

- Partnerships with parents are good. The childminder helps them to feel valued in their children's development and in helping to set the next stages in their learning.
- Children have a good bond with the childminder. They are happy and secure and she is very attentive towards their needs and requirements.
- The childminder has high expectations for the children in her care. Children progress well and the childminder tracks and monitors their development closely to identify gaps in their learning and provide additional support if required.
- The childminder sets out the environments thoughtfully to support the younger children in her care. For instance, children have many opportunities to use their senses in their play. They have great fun listening to the noises made by dry pasta and when they make splashes in the water tray.
- The childminder helps children to make their own choices in their learning. Children soon become independent. For example, they access all areas and resources easily to follow their interests.

**It is not yet outstanding because:**

- The childminder does not precisely plan for her own professional development to raise the quality of teaching to the highest levels.
- The childminder does not consistently make the most of opportunities to support children's mathematics skills in their everyday play and learning.

## What the setting needs to do to improve further

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

- precisely plan for professional development opportunities to raise the quality of teaching still further
- make the most of opportunities to support children's mathematics skills.

### Inspection activities

- The inspector toured the areas of the home used for childminding. The inspector discussed with the childminder how she uses self-evaluation to identify areas for improvement.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection. The inspector discussed with the childminder her arrangements and knowledge of safeguarding.
- The inspector observed the interactions of the childminder and the children, indoors and outdoors and the impact this has on their learning and development.
- The inspector sampled a range of documentation, including suitability checks, policies, procedures and children's developmental records.
- The inspector discussed with the childminder how she plans for her own professional development. The inspector also took the views of parents into account.

### Inspector

Gwendolyn Andrews

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows how to identify potential signs of abuse and the procedures she would use to report a concern to protect children's welfare. The childminder has worked well to address the recommendations from the last inspection. She now uses and captures the views and comments of parents and children in her evaluation process. The childminder uses robust risk assessments to keep children safe while at home and when on outings. She understands the importance of helping children to understand how to keep themselves safe. For instance, she helps them to learn about road safety and tidying away toys to prevent accidents.

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

The childminder knows children well. She gathers information when children first start to precisely plan for their likes and interests. She uses her observations of their learning to adapt the resources and activities she provides to help children to become enthusiastic learners. The childminder helps children to learn about simple technology in their play. For instance, children enjoy using the many interactive audio books. Children enjoy learning about nature in the world around them. They learn how to be caring and considerate. For instance, they take a great interest in the variety of birds that eat from the bird table and gently release bugs that they catch. The childminder helps children to build their growing vocabulary and communication skills. For instance, they discuss the coloured bubbles as they blow them into the sky.

### Personal development, behaviour and welfare are good

The childminder helps children to settle quickly by using the information gained when children first start. Children display a sense of belonging and strong self-esteem. For instance, the childminder constantly praises children to build their confidence. The childminder is a good role model who helps children to learn about acceptable behaviour and how to manage their own feelings. Children behave well. They are developing friendships and learn how to share and take turns.

### Outcomes for children are good

Children are given lots of opportunities to develop their physical skills in their outdoor play, such as using the large-scale equipment in the garden. They are learning about the wider world around them. Children develop good problem-solving and critical-thinking skills. For example, they put together large-piece jigsaws by matching the pictures. Children are independent and motivated. They gain the necessary skills for the next stages in their learning.

## Setting details

<b>Unique reference number</b>	EY448348
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1131891
<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 - 7
<b>Total number of places</b>	4
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	24 November 2015
<b>Telephone number</b>	

The childminder registered in 2012. She lives in Hersham, Surrey. The childminder operates Monday to Friday, from 7.30am until 6pm. The childminder provides care all year round, except from planned family 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

