

Childminder report

| | |
|--------------------------|-------------------|
| Inspection date | 26 September 2018 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: Previous inspection: | Good Not applicable | 2 |
|---|---|-------------------------------|----------|
| Effectiveness of 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

The provision is good

- The childminder has a strong commitment to professional development. She completes regular training and shares good practice with other childcare professionals.
- The childminder's home is welcoming, safe and stimulating. The toys and resources reflect children's interests. Children are happy and confident during their play and interactions with the childminder, and therefore make good progress in their learning.
- The childminder encourages the development of young children's communication and language skills. For example, she responds to babbles from a toddler, listens and talks back in response.
- The childminder's self-evaluation is accurate and includes the views of parents and children. She is committed to making improvements that have a positive effect on children's outcomes.
- Children take part in a wide range of stimulating activities to support their learning and development. The childminder knows the children's needs very well and works positively with parents.
- The childminder uses effective monitoring systems to help identify any gaps in children's development and provide support if necessary.

It is not yet outstanding because:

- At times during their play, opportunities to support children's developing mathematical skills and vocabulary are missed.

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 opportunities during play to help further develop children's mathematical skills.

Inspection activities

- The inspector had a tour of the areas of the childminder's home that children use.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector sampled documentation that included planning, children's records, policies and procedures.
- The inspector observed the quality of teaching and impact on children's learning.
- The inspector took account of the views of parents provided in writing.

Inspector

Amanda Harrison

Inspection findings

Effectiveness of leadership and management is good

The childminder has a good knowledge of what to do and whom to contact if she were to have a concern about a child's welfare. Safeguarding is effective. The childminder has good relationships with parents and other professionals, such as teachers, and shares information well. For example, she asked the local school about the topics they were teaching to ensure continuity and extension of learning for the children in her care. The childminder is very reflective and looks at ways to improve her practice and skills. For instance, after researching how children learn she is better able to support those children who learn best outside. The childminder knows each child exceptionally well and identifies any gaps in learning and continually meets their emerging needs.

Quality of teaching, learning and assessment is good

The childminder observes children as they play. She makes accurate assessments about what they know and can do. The childminder uses this information to plan activities based on children's next steps in learning. The childminder follows children's interests and understands how children learn through play. She encourages children to develop their imaginations well. For example, she uses a range of bottles and boxes to support a child making a machine to clean the ocean of plastic after they had seen a machine to clean the moon. The childminder provides a broad and balanced range of activities that suits the age and developmental stage of the children attending. The childminder monitors children effectively through observations and shares this information with parents. Children are encouraged to learn about the world around them and talk confidently about how we are all different.

Personal development, behaviour and welfare are good

The childminder is caring and attentive to children's needs. She tailors her settling-in procedures well to ensure children experience continuity in their care and settle quickly. Children receive lots of praise and encouragement, which helps to promote their self-esteem. The childminder helps children behave well and follow the routines of the setting. For example, the clock has been colour coded to enable children to clearly see the timings of the activities and events during the day. Children learn how to manage potential risks and are actively encouraged to be independent. Children follow good hygiene practices and are helped to develop good self-care skills. They eat nutritious food and play outside daily. The childminder encourages children to take responsibility for small tasks, such as tidying up.

Outcomes for children are good

Children develop the skills they need for starting school and the next steps in their learning journey. They learn about good choices and how to share. Children listen attentively, follow instructions and enjoy challenges. For example, they confidently copy the childminder hiding balls under cones and pouring rice from one cup into another. Children independently choose resources and activities. They are happy, settled and confident.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY537453 |
| Local authority | Surrey |
| Inspection number | 10057206 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 - 6 |
| Total number of places | 5 |
| Number of children on roll | 6 |
| Date of previous inspection | Not applicable |

The childminder registered in August 2016. She lives in the rural village of Bramley, Surrey. She provides care for children Monday to Friday during term time.

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.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

