

Childminder report

Inspection date	16 January 2019
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

This provision is good

- The childminder knows children well and uses her observations of their development to accurately assess their progress. She plans effectively to help each child to achieve success in their next steps in learning. Children make good progress.
- The childminder establishes strong partnerships with parents. She regularly exchanges information with them about children's progress and how they have been during the day. This positively supports continuity of children's care and early education between the home and the setting.
- Children are happy and settled. There are warm and secure attachments between them and the childminder, who is kind and caring with them.
- Children's good health is promoted well. They have plenty of opportunities to play outside in the fresh air. The childminder encourages children's personal hygiene routines, such as handwashing before and after meals.
- During story time, the background noise level from musical toys is too high for children to concentrate well.
- Children do not consistently have independent access to resources to support their early writing skills.

What the setting needs to do to improve further

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

- review and improve the organisation of the environment to promote children's language, listening and concentration skills as fully as possible
- consistently provide opportunities for children to practise their early writing skills.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector took account of the views of parents through reading the written feedback provided.
- The inspector spoke to children during the inspection.
- The inspector and the childminder jointly observed and evaluated the effectiveness of an activity together.
- The inspector held a number of discussions with the childminder. She looked at a selection of relevant documentation.

Inspector
Hazel Farrant

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of how to keep children safe. She has a clear understanding of the process to follow should she need to report any concerns about a child's well-being. The childminder supervises children vigilantly and maintains detailed risk assessments. She maintains all required records successfully and she implements her policies effectively. The childminder regularly reflects on her practice to make any necessary changes. Parents' written comments are very positive about the service the childminder provides. The childminder works effectively with other early years provisions children attend. This supports continuity of care and complements children's learning. The childminder places high importance on her ongoing professional development. For example, she takes part in a wide range of training opportunities to further develop the quality of her teaching.

Quality of teaching, learning and assessment is good

The childminder knows the children in her care very well. Ongoing observations and assessments of children's development are precise. This enables her to identify any emerging gaps in their learning quickly and make any necessary adjustments to help them catch up. The childminder has a secure understanding of how young children learn. She plays alongside children at their level, maintaining eye contact and changing the tone of her voice as she interacts with them. The childminder listens and responds well to them, repeating words for children to hear the correct pronunciation.

Personal development, behaviour and welfare are good

The childminder offers a nurturing, caring and stimulating environment. Children clearly love the time they spend with her. She is a very good role model and sets clear, age-appropriate boundaries. Children learn good manners. They say 'please' and 'thank you' at appropriate times. They ask to leave the table at the end of the mealtime. Children enjoy being independent, such as choosing resources they wish to play with and helping to cut up fruit at snack time.

Outcomes for children are good

Children are enthusiastic about exploring and make new discoveries, such as learning how to make vinyl butterflies shoot out of the elephant's trunk. They switch on the air flow and delight in trying to catch the butterflies in a net. Children are resourceful and solve problems. For instance, they find alternative ways to fit the bowl back into the play kitchen, through opening the cupboard door first. Children confidently recreate roles and experiences as they play imaginatively. They enjoy creating sounds using instruments and household equipment. Children are gaining the skills they need for starting school.

Setting details

Unique reference number	EY542005
Local authority	Surrey
Inspection number	10089955
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	4
Number of children on roll	6
Date of previous inspection	Not applicable

The childminder registered in 2017 and lives in Guildford, Surrey. She operates from 7am to 6pm Monday to Friday 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.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

