

# Childminder report

<b>Inspection date</b>	30 January 2019
Previous inspection date	1 March 2016

<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 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 prepares children well for school in a number of ways. For example, she begins to sound out words for letter recognition.
- Children learn about diversity and different beliefs in enjoyable ways. For example, they make sand pictures when exploring Rangoli designs during the festival of Diwali.
- The childminder has effective partnerships with parents and other professionals. She shares activities and information well. This helps to promote consistency in children's learning and development.
- The childminder builds secure attachments with the children. She cuddles them and gives them praise, building their self-esteem.
- The childminder effectively reviews her evaluation process. She frequently seeks the views of children and parents to help her identify areas for improvement.
- The childminder does not consistently track children's development to fully inform her planning.
- The childminder does not always provide a variety of ways for children to engage with and develop their skills in using information technology and discover how things work.

## What the setting needs to do to improve further

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

- develop the use of observations and assessments of children's achievements to track their progress and build on their learning
- build on children's understanding of technology to help them learn how some things work for a purpose.

### Inspection activities

- The inspector viewed the premises used for childminding.
- The inspector observed the childminder interacting with children.
- The inspector took into account the written views of parents.
- The inspector sampled documentation, including planning, children's development records, policies and procedures.
- The inspection spoke with the childminder at convenient times during the inspection.

**Inspector**  
Susan Allen

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has completed child protection training and keeps her knowledge up to date. She knows what steps to take if she is worried about a child's welfare. She makes use of a variety of training and learning opportunities to develop her skills. For example, she now has a better understanding of how children learn and plans activities that children choose, to build on their experiences. Since the last inspection, the childminder now seeks information from parents about what their children know and can do when they first start and involves them in their children's learning at home. She also provides more opportunities to help children see and show an interest in words in the environment, to strengthen their awareness and understanding that print carries meaning. Comments from parents show that they are happy with the care the childminder provides and are pleased with their children's progress.

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

The childminder is able to adapt activities for children of different ages and abilities. For example, during an activity she repeats words back to younger children and extends language for older children. The childminder teaches mathematics well and younger children learn to recognise shapes while older children begin to count and recognise numbers. Children have lots of opportunities to learn about the natural world in a variety of ways. For example, they sing nursery rhymes and learn how weather changes and how to grow their own plants in a vegetable patch. The childminder extends learning well as she describes a rainbow and explains to children how to use an umbrella if it is raining. She provides various ways for children to explore and use different materials. For example, children explore treasure baskets and use their senses to discover how different textures feel and how they look and sound.

### Personal development, behaviour and welfare are good

Children tidy up and learn that toys on the floor may be a trip hazard. The childminder teaches children how to sit properly on a chair and explains the dangers of standing on it. She teaches children how to manage their personal risk and safety well. She is a good role model and children behave well. The childminder promotes healthy living well. She teaches children about healthy eating by example. She shows children how to clean their teeth and explains how eating fruit and vegetables helps with regular bowel movements.

### Outcomes for children are good

Children learn good manners and are kind to each other. They learn to share well and begin to have an understanding of the needs of others. For example, older children help younger children during play. Children learn good skills in preparation for school. For instance, they learn how to recognise their names and can do simple tasks for themselves. Children are motivated to learn and develop good independence and confidence. They make good progress from their starting points.

## Setting details

<b>Unique reference number</b>	120496
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10066248
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 2
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	1 March 2016

The childminder registered in 1989 and lives in Addlestone, Surrey. She operates Monday to Friday from 8am to 6pm for most of the year. The childminder holds a qualification at level 3.

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](http://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](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 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](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 monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

