

# Childminder report

<b>Inspection date</b>	19 February 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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 is kind and caring. Children form very strong relationships with the childminder, who provides a warm, caring and nurturing environment. They are happy and settled in her care.
- Children's behaviour is very good. They receive lots of praise and affection, and demonstrate that they know they are valued and respected. This helps to support their emotional well-being and self-esteem to a high level.
- Partnerships with parents are strong. The childminder works closely with them and there are effective arrangements to share details about children's learning. This shared approach promotes continuity between their home and the childminder's setting. Parents are positive about the care and learning provided.
- The childminder regularly reviews her practice and reflects on the service she provides. She gathers the views of parents and children and uses this information to drive improvements.
- Children are confident to explore in surroundings that are safe. They independently select resources and activities that interest them. Children are motivated to play and learn.
- The childminder uses the local area to extend children's learning experiences. This enables children to be more involved in their wider community and to develop an awareness of the world around them.
- The childminder does not consistently review her records and documents regarding her provision to ensure the information is always accessible and updated promptly.
- Occasionally, the childminder misses opportunities to provide children with more time to think about and express their own ideas.

## 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 required written records
- consider when children may need more time to express their ideas in their own words, to extend learning as fully as possible.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity with the childminder.
- The inspector spoke to children and parents during the inspection and took account of the views of parents through written feedback they had provided.
- The inspector held a number of discussions with the childminder. She looked at relevant documents and evidence of the suitability of persons living in the household.

#### Inspector

Joanne Allen

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder keeps her safeguarding knowledge up to date and knows what to do if she has a concern about children's welfare. She is aware of the duty to prevent children from being drawn into situations that may put them at risk from harm. Children are further protected through robust and regular risk assessments of the childminder's home and for trips out to places of interest, such as the local park and playgroups. The childminder is proactive and is committed to continually updating and developing her skills and knowledge even further. For example, she regularly accesses online training courses and has contact with other childminders in the local area, which helps her to share ideas and discuss best practice.

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

The childminder has created an inviting play area. She uses meaningful observations to plan activities based on children's interests. For instance, children enjoy exploring an investigation tray linked to their topic on farm animals. This is an activity that is a particular favourite with all of the children and promotes a great deal of communication from those who are still developing their language skills. Children also enjoy taking part in a daily music session and confidently join in singing nursery rhymes and songs as they experiment with musical instruments, supporting their physical and language development. The childminder supports children's understanding of early mathematical skills well throughout their experiences. For instance, she encourages children to count as well as to consider and compare different sizes. The childminder completes ongoing assessment and monitoring of children's learning. She uses this information to swiftly close any gaps and plan for the next steps in their learning, to help them make good progress.

### Personal development, behaviour and welfare are good

Children enjoy lots of individual attention which helps them to feel safe and secure and to build positive relationships with the childminder. They are happy and enjoy the experiences they are offered. The childminder celebrates children's achievements during play and encourages their good behaviour. For example, she reminds them to share, take turns and play alongside each other. The childminder understands the importance of promoting healthy lifestyles and promotes children's good health. For example, children enjoy nutritious snacks and home-cooked meals and benefit from regular fresh air and exercise in the childminder's garden and local parks.

### Outcomes for children are good

All children make very good progress in relation to their individual starting points. They are confident and show an eagerness to learn and embrace new activities. For example, children excitedly use simple technology as they press buttons on resources to create different sounds and movement. They learn to share, to manage their emotions and to consider the needs of each other. Children develop good skills to prepare them for future learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY538768
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10076989
<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 - 5
<b>Total number of places</b>	5
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2016 and lives in Ashford, Surrey. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 2.

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)

