

Childminder report

Inspection date	1 April 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 provides a warm and welcoming environment where children feel safe and are happy. They explore confidently and enjoy their time in the childminder's home.
- Partnerships with parents are good. The childminder works hard to ensure that all parents are involved in their children's learning and are able to share information from home. For example, the introduction of an online observation and assessment system has had a positive impact on parents' involvement.
- The childminder knows children well and has a secure awareness of their interests and stages of development. She provides a good balance of adult-led and child-initiated activities and children engage well.
- The childminder understands the importance of sharing information with other settings that children attend. She provides copies of assessments and observations to additional key persons, which helps provide a consistent approach to children's ongoing development.
- The childminder does not always give children a choice of resources to use during creative activities in order to help engage them in this particular aspect of learning for longer.
- At times, the childminder does not allow children enough time to answer her questions before answering for them.

What the setting needs to do to improve further

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

- provide greater opportunities for children to choose how to explore creatively during planned activities, to help them engage for longer and make learning more purposeful
- allow children enough time to consider questions being asked of them in order to help further develop their thinking skills.

Inspection activities

- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector observed the childminder's interactions with children and activities that she carried out.
- The inspector tracked children's progress and discussed next steps and assessments with the childminder.
- The inspector viewed a range of written documentation, including policies, training certificates and suitability checks.
- The inspector gained parents' feedback from written references.

Inspector
Hannah Barter

Inspection findings

Effectiveness of leadership and management is good

The childminder is committed to improving the provision for children. Since registering, she has developed the outdoor area to provide further learning opportunities for those children who prefer to be outside. For example, she has introduced a digging area and vegetable patch. Safeguarding is effective. The childminder has a secure knowledge and understanding of her role in protecting children from possible harm. She is aware of the procedures to follow should she have concerns and shares these with parents before their children start. The childminder ensures that she attends training and subscribes to various websites that help keep her knowledge in line with current legislation. The childminder constantly risk assesses her home and the activities she provides to ensure children are safe.

Quality of teaching, learning and assessment is good

The childminder uses her secure knowledge of the early years foundation stage and observations and assessments of children's learning to plan an engaging environment. Children enjoy learning and eagerly take part in the activities that the childminder provides. For example, children enjoy exploring a variety of cereals on a large tray. The childminder shows children how to move the trucks and how to scoop up the cereal. Older children confidently use their imaginations as they use small-world people and move them through the cereal to make different tracks. Younger children enjoy feeling the textures and use their hands and mouths to explore. The childminder uses key words, such as 'crunchy', 'smooth' and 'bumpy,' which enable both children to hear and learn descriptive words.

Personal development, behaviour and welfare are good

Children have strong relationships with the childminder. They seek her out for reassurance, affection and to be part of their play. The childminder has a good understanding of children's routines. For example, she recognised when children started to become tired and settled them down to sleep. The childminder is a positive role model. She listens to children's ideas and praises them constantly while they play and discover. This helps build children's confidence and self-esteem. Children behave well and have a good understanding of what the childminder expects from them. For example, they know that they must take their shoes off when they arrive.

Outcomes for children are good

All children are making consistently good progress in all areas of learning and are gaining the skills needed for future learning. They are learning to consider others during play and have opportunities to meet other adults and children at groups. This helps to develop their social skills. Children are physically active and eat healthy food. They have plenty of opportunities to develop their physical skills, for example, while playing on equipment at the park. Children have access to a good variety of books and choose favourite ones for the childminder to read.

Setting details

Unique reference number	EY545228
Local authority	Surrey
Inspection number	10097293
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	11
Date of previous inspection	Not applicable

The childminder registered in 2017 and lives in Guildford, Surrey. She provides care for children Monday to Friday from 7.30am until 6pm for most of the year. The childminder receives funding to provide free early years education for children age two, three and four years.

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.

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