

# Childminder report

<b>Inspection date</b>	7 May 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

- Children are very happy in the care of the childminder and show secure attachments with her. The childminder provides a gradual settling-in process for new children in her care. This helps to support them to adjust quickly to their new surroundings.
- The childminder keeps her knowledge and skills up to date. For example, recent training has strengthened her understanding of how to support children's settling-in and how to increase their well-being.
- The childminder has developed positive relationships with parents. They receive daily feedback to keep them well informed about their children's daily activities. The childminder offers helpful advice to parents to further support learning at home, for example with early reading skills.
- The childminder places emphasis on encouraging children to explore media and materials. For instance, they enjoy digging in soil and eagerly squeeze it between their fingers.
- Children have a secure understanding of practices that contribute towards a healthy lifestyle. The childminder talks with them about eating a balanced range of foods. Children demonstrate this as they happily discuss why it is important to eat fruit and vegetables to make them 'big' and 'strong'.
- The childminder is skilled at following children's lead. She uses opportunities during children's self-chosen play to extend their learning. Children show good levels of engagement and enthusiasm in experiences. They make consistently good progress.
- The childminder does not effectively use opportunities that arise to encourage children to fully develop their self-care skills and independence.
- Although the childminder asks a range of questions, she does not consistently give children time to talk and respond, to help extend their good communication and language development further.

## What the setting needs to do to improve further

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

- extend opportunities to support children to develop their independence further, to ensure they are confident with their self-care skills
- improve understanding of how questioning can be used to develop children's language and communication skills further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at a selection of children's assessment records and planning, policies and procedures and a range of other documentation.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through reading written feedback provided.

#### Inspector

Sarah Richards

## Inspection findings

### Effectiveness of leadership and management is good

The childminder frequently evaluates her practice. She seeks the views of parents and children and incorporates these into her plans for improvement. For instance, she has improved the quality of activities she provides outside in order to support children who prefer to learn outdoors. The childminder carefully checks the identity of visitors and ensures her home is safe. For example, she practises fire drills with children to help them learn about what to do in an emergency. The arrangements for safeguarding are effective. The childminder has robust policies and procedures to keep children safe and well. She has a good knowledge of the signs and symptoms of abuse and knows the procedures to follow and who to contact in the local authority about any such concerns. The childminder regularly evaluates the assessments of children's progress. She provides targeted support when she identifies gaps in their learning.

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

The highly qualified childminder has a good knowledge of how children learn through the different ages and stages of development. She assesses children's initial starting points to ensure that she can plan from the moment they begin at the setting. The childminder provides exciting activities that support children in reaching the next steps in their learning. For example, she promotes children's communication and language skills effectively by modelling words to describe 'water beads' as they explore the different textures. She teaches children about numbers during play. For instance, they talk about how many coloured balls there are in a bowl and she uses words such as 'more' and 'less' to help them learn to calculate as they count objects.

### Personal development, behaviour and welfare are good

The childminder adopts a positive approach to managing children's behaviour, which helps to increase their self-esteem. She praises children's efforts and achievements and offers clear explanations as children learn to show consideration for others, share and take turns. Children behave well and have good manners. They demonstrate this as they politely ask the childminder to get down from the table once they have finished their lunch. Children take part in a wide range of activities to help them learn about different cultures and festivals. For example, children enjoy learning about Chinese New Year and tasting traditional foods.

### Outcomes for children are good

Children develop good skills in readiness for the move on to school. They are beginning to notice letters and numbers while enjoying walks in the local environment. Children show a keen interest in the world around them and describe what they observe. For instance, children show great delight as they find a spider in the garden. They have positive attitudes and a love of learning. Children demonstrate this as they enjoy learning about what seeds need to grow. They show secure language and communication skills, naming 'soil' and 'nutrients' as they plant their own seeds. Children demonstrate good physical development as they carefully use a rod to 'hook a duck'. They count the number of ducks they have caught, showing a secure knowledge of numbers.

## Setting details

<b>Unique reference number</b>	EY546489
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10101333
<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 - 9
<b>Total number of places</b>	4
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2017 and lives in Knaphill, near Woking, Surrey. She operates on a Monday and Tuesday from 7.30am to 6pm, during term time only. The childminder holds a qualified teacher status qualification.

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)

