

# Childminder report

<b>Inspection date</b>	15 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 enjoy their time outdoors. The childminder makes the most of learning opportunities in the garden so that children who prefer to play outdoors can easily access a good range of play materials.
- Children develop the skills they need for their future learning. For example, they manage their personal care routines well and complete simple tasks independently.
- Children are happy, confident and settled within the childminder's care. They enjoy lots of individual attention, which helps them to feel safe and secure and build positive relationships with the childminder.
- The childminder places a good focus on supporting children's emerging mathematical skills. For example, she encourages them to use different-sized pots when planting, estimating how much soil it will need to be full. Children make good progress in all aspects of their learning and development.
- The childminder does not always focus specifically on areas to improve. She does not yet involve parents and children in evaluating her practice.
- Professional development opportunities are not yet focused precisely enough to help the childminder to develop her teaching skills even further, in order to help her to improve teaching to the highest level.

## **What the setting needs to do to improve further**

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

- use self-evaluation more effectively to help develop the quality of the provision even further, and gather the views of parents and children in the evaluation process
- make full use of professional development opportunities to aim at raising the quality of teaching to the highest level.

### **Inspection activities**

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of all persons living at the premises.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector observed children playing.
- The inspector took account of the views of parents through written feedback provided.

#### **Inspector**

Kelly Lane

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder's knowledge and understanding of child protection is good. She is aware of possible indicators of abuse and the procedures to follow. She carries out daily risk assessments to ensure that her home is safe and secure. She is aware of what presents a potential hazard to children and demonstrates a vigilant attitude to children's welfare. She has established good partnerships with parents and uses effective communication methods to share information about the children. For example, children have daily diaries and the childminder records activities that children have enjoyed so that parents can continue these experiences at home.

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

The childminder provides a good variety of activities for children to take part in. The childminder carefully weaves children's interests into planned activities. This helps children to focus and enjoy their learning. The childminder provides plenty of opportunities for children to learn about the natural environment. For example, young children plant lettuce seeds and learn how to care for them using small watering cans. The childminder offers lots of praise and encouragement, which promotes children's willingness to have a go when challenges occur. For instance, children are curious as the sand gets stuck in a funnel and look for ways to solve the problem. The childminder provides plenty of opportunities for children to practise mathematical skills, such as counting. For instance, a child helps count as they scoop the sand with a toy truck. The childminder skilful introduces language such as 'more' and 'less'.

### Personal development, behaviour and welfare are good

Children explore the well-organised and homely environment with confidence. They make independent choices in their play and show high levels of emotional well-being. The childminder acts as a good role model with a calm and nurturing nature. Children's behaviour is good as the childminder uses positive strategies. For example, as children tidy away card games, she gives high levels of praise. Children are offered a wide range of opportunities to develop their independence. For example, young children are able to select their own flannel independently when washing their hands before lunchtime.

### Outcomes for children are good

Children are confident and self-assured. They are inquisitive and show an increasing ability to concentrate well on activities. They are happy and settled, behave well and treat others with respect. Children show a keen interest making marks with a variety of materials. For example, they use a paintbrush with water to draw 'a big circle'. They are eager to participate and this positive attitude creates a secure foundation for future learning.

## Setting details

<b>Unique reference number</b>	EY546968
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10102163
<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 - 7
<b>Total number of places</b>	4
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2017 and lives in Guildford, Surrey. She provides care for children Monday to Thursday, for most of the year. The childminder holds an appropriate childcare 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)

