

Childminder report

Inspection date	27 June 2019
Previous inspection date	25 July 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 is patient and caring. She provides stimulating environments and activities to support children's development and to build a firm sense of belonging. Children are included as a large part of her extended family and display a strong bond.
- Partnerships with parents are good. The childminder includes them in all aspects of their children's achievements and successes and planning for the next steps in their learning. Parents comment on the team approach in working closely with the childminder to care for their children.
- Children have lots of opportunities to learn about the wider world around them. They go on many outings in the community, which helps them to start to recognise the similarities and differences between themselves and others.
- Children progress well. The childminder sharply tracks and monitors their development to help her to identify potential gaps in their learning and provide additional support if required. She has an in-depth knowledge of each child and values the importance of gaining information to support their changing needs and requirements.
- The childminder does not make the best use of self-evaluation in order to help her to continuously improve all areas of her provision to the highest levels.
- Occasionally, the childminder misses opportunities presented to further challenge children in their early mathematical skills and learning.

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 continuously improve all areas of the provision to the highest levels
- make the most of opportunities presented to further challenge children in their early mathematical skills in their play and learning.

Inspection activities

- The inspector had a tour of the areas of the home used for the childminding provision. The inspector took into account the views and comments of parents.
- The inspector sampled a range of documentation, including suitability checks, policies and procedures and children's developmental records.
- The inspector observed the interaction between the childminder and the children, and the impact the teaching has on their learning and development.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The inspector spoke to the childminder about her professional development and how she evaluates her provision.

Inspector

Gwen Andrews

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is confident in how she would identify the different signs of abuse and how to report any concerns for a child's welfare. She is vigilant in keeping her procedures up to date. For instance, changes to the local authority requirements are reflected in her policies. The childminder values the importance of sharing information with other settings that children attend, to provide a joined-up approach towards their future progress. Risk assessments are robust and provide safe environments and experiences for children in the childminder's home and when on outings in the community. The childminder updates her knowledge and understanding by planning for her professional development to help her to raise the quality of her practice and the learning opportunities for children.

Quality of teaching, learning and assessment is good

The childminder gathers lots of initial information to help her to plan for children's learning and their requirements. Children independently access resources and areas to make their own choices in their play. The childminder helps to support children's increasing communication and language development. For instance, she involves them in pertinent conversations about their family and this also helps them to build a strong sense of identity. Children are creative and imaginative. They use their memory and recall skills as they pretend to launch a rocket into space and play with small-world items. The childminder provides opportunities for children to build on their early literacy skills. For instance, they visit the library, building a love of stories, and mark make with chalk on the large black board wall indoors. Children are learning to hold and use different resources as they paint patterns with water and brushes in the garden.

Personal development, behaviour and welfare are good

The childminder is a good role model who helps children to learn about boundaries and her expectations for their behaviour. Children behave well and are in control of their emotions and show empathy for others. The childminder helps children to learn about caring for themselves and being healthy. She prepares nutritious home-made meals and snacks, and helps children to learn about the importance of drinking lots of water to stay hydrated and wearing a hat when outside in the sun. Children enjoy caring for plants in the garden as they use the watering can to sprinkle them with water. This helps them to become curious about the wonders of nature.

Outcomes for children are good

Children develop well from their captured starting points. They receive constant praise and this helps them to build confidence and self-esteem in their own abilities. They explore with early technology toys to help them to investigate how things work. Children use their sensory experiences as they play in the water tray and fill containers and problem solve to make small wheels rotate and spin. Children are supported well to gain the skills they require for the next stages in their future learning.

Setting details

Unique reference number	EY457046
Local authority	Surrey
Inspection number	10075339
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 7
Total number of places	3
Number of children on roll	5
Date of previous inspection	25 July 2016

The childminder registered in 2013 and lives in Walton-on-Thames, Surrey. She cares for children throughout the year from 8am to 5pm. The childminder works on bank holidays.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at 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.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

