

# Childminder report

<b>Inspection date</b>	4 July 2019
Previous inspection date	27 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Outstanding	<b>2</b> 1
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 actively develops her knowledge and skills to continue to enhance her practice. For example, she has extended her knowledge of how to promote healthy eating with children. She has changed her menus to reflect her learning and carries out activities with children that help them to develop positive attitudes towards nutritious foods. This includes growing their own fruit plants.
- Children develop high levels of confidence and self-assurance. The childminder continually helps them to feel proud of their achievements. For example, children exclaim that they are 'superstars' and show great pride in how well they are learning to manage their own personal hygiene.
- The childminder empowers children to keep themselves safe, including by teaching them how to reduce risks. For instance, children learn to have small mouthfuls of food to prevent choking.
- The childminder communicates well with parents and helps them to continue children's learning. She listens well to parent feedback about the achievements children make at home and builds on these effectively.
- Children progress well. They achieve, and at times exceed, the expected outcomes for their ages.
- The childminder does not consistently allow children the opportunity to consider, extend or test out their own thoughts and ideas.
- While the childminder understands very well the progress children have made, she does not precisely identify the areas of learning where children most need to be moved forward, in order to target these closely in her planning and interventions.

## What the setting needs to do to improve further

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

- enhance further the opportunities for children to extend and test out the thoughts and ideas that they form in their play
- plan for children's next steps in learning with greater precision to ensure activities and interventions target children's priorities for development more closely.

### Inspection activities

- The inspector observed activities, inside and outside.
- The inspector spoke to the children and the childminder at appropriate times during the inspection.
- The inspector looked at children's assessment records and discussed with the childminder the progress children have made from their starting points.
- The inspector checked evidence of the childminder's qualifications and her suitability checks.
- The inspector held discussions with the childminder in relation to observations of the children's play and learning.

#### Inspector

Kerry Lynn

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a strong understanding of signs that may indicate that a child's welfare is at risk. She knows how to act if a concern arises. The childminder evaluates her practice robustly and acts effectively to improve the outcomes for children. For example, she has successfully initiated a way of widening children's experiences by sharing resources with other childminders and providing children with a more varied range of toys to explore. The childminder values strongly the views of parents, children and other professionals. She uses these to enhance her provision. For instance, she learnt new ways of monitoring children's progress from an adviser. She has implemented these to help her better understand the progress children have made.

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

The childminder has a strong understanding of each child's individual interests. She uses this effectively to plan activities to promote children's learning in a manner that children thoroughly enjoy. For example, when toddlers love playing with toy animals, she hides them in foam, and toddlers enjoy identifying and labelling the animals they find. The childminder ensures children develop the skills and knowledge to help them in their future learning. For example, toddlers begin to learn about numbers when they park numbered cars in the matching numbered spaces in a 'garage'. The childminder teaches children effectively about the differences that exist between people. For example, she provides them with experiences that are linked to world celebrations.

### Personal development, behaviour and welfare are good

The childminder has strong relationships with the children, who demonstrate that they feel safe, secure and happy in her care. The childminder supports children well to develop social skills and to widen their friendships. This includes through meeting up with other childminders to enable children to play with other children more frequently. The childminder prepares children well for when they move on to other settings, such as school or nursery. For example, she takes them to groups where they can become confident to play in larger and busier settings. The childminder successfully encourages children to develop independence. Children demonstrate this when they self-select resources and happily engage in play with them.

### Outcomes for children are good

Toddlers develop great language skills. They use language maturely as they converse with the childminder. For example, they talk about pictures of birds that are displayed in the garden. Children enjoy the range of songs the childminder sings with them and join in enthusiastically. They demonstrate their good language skills further by making up their own songs about the activities they enjoy with the childminder. Toddlers engage actively in imaginative play. For example, they create and act out stories with jungle animals. Children develop good physical skills. They use tools with increasing control as they use scissors to cut paper and cut up their sandwiches using knives.

## Setting details

<b>Unique reference number</b>	122361
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10104154
<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>	2 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	27 April 2016

The childminder registered in 2000. She lives in Walton-on-Thames, Surrey. The childminder works three days a week, Tuesday to Thursday, from 7.45am until 6pm. She has a relevant 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)

