

Childminder report

Inspection date	30 July 2019
Previous inspection date	26 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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 has established good partnerships with parents. She regularly shares information with parents by using a range of effective communication methods which promote children's learning at home and in the setting.
- Children are relaxed in the family environment. They develop safe and secure attachments with the childminder. Children's emotional well-being is strongly fostered through the effective and trusting relationships that the childminder has built with the children and their parents.
- Children behave well. The childminder is a good role model. She provides support and guidance to help children learn to respect others, take turns and share resources.
- Children confidently explore the well-resourced environment indoors and outdoors, and make decisions about their play. The wide range of activities and equipment meets the children's individual needs and interests, enabling them to make good progress.
- The childminder knows the children in her care well. She carries out regular observations and assessments of the children to help her to accurately identify children's next steps in learning.
- The childminder recognises the benefits of working with other professionals to ensure a consistent approach to children's care and learning. She regularly shares planning and ideas for activities that support children's continuity of learning.
- Children benefit from a wide range of activities that they attend with the childminder in the local community. The childminder carefully plans exciting trips to help children learn about the world around them.
- At times, the childminder does not use opportunities effectively during daily routines to further challenge and extend children's independence.
- The childminder does not plan or prepare effectively for adult-led activities. Consequently, the level of challenge sometimes does not meet children's needs or help them to become more deeply engaged in learning.

What the setting needs to do to improve further

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

- make the most of opportunities that arise during daily routines to extend and develop children's independence and self-care skills
- reinforce existing strengths in teaching by planning effectively for adult-led activities and ensuring that the level of challenge meets the needs of children and helps them to engage fully in their learning.

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 had a tour of the childminder's home.
- The inspector spoke with the childminder at appropriate times during the day and discussed her self-evaluation.
- The inspector looked at relevant documentation, including safeguarding policies, first-aid certificates and children's records.

Inspector

Frances Oliver

Inspection findings

Effectiveness of leadership and management is good

The childminder evaluates her provision regularly and values the views of parents, who speak positively about the care their children receive. Parents share information about their children's achievements at home. The childminder has systems in place to identify the progress children make in all areas of learning. This supports her in planning children's next steps and identifying gaps in their learning. Safeguarding is effective. The childminder has a secure understanding of all safeguarding matters, and the procedures to follow if a child is at risk. She knows how to protect children.

Quality of teaching, learning and assessment is good

The childminder interacts well with children and they respond well to her. She creates an effective learning environment that helps children to use their imagination well. For instance, she creates landscapes and scenes for them to use when playing with toy dinosaurs. The childminder continuously talks to children, modelling language to extend their vocabulary. As a result, children make very good progress in their communication and language skills. The childminder uses her assessments of children and information from parents and other professionals to identify gaps in children's learning and to plan for the next steps in their learning. Children have a wide variety of opportunities to develop their early writing and literacy skills. The childminder helps children to develop early mathematical skills. She helps them to order numbers by identifying, counting and checking the sequence.

Personal development, behaviour and welfare are good

The childminder offers a wide range of activities and experiences for children to help them develop. For example, they go on regular trips to playgrounds and parks, developing their physical skills and learning about the wider community. The childminder provides a warm, welcoming and homely environment where children can explore and choose their own resources. Children respond to simple boundaries and follow instructions. They learn how to share and take turns, and are beginning to respect and understand each other's feelings. The childminder promotes good health with a range of nutritious snacks and meals for children.

Outcomes for children are good

Children are happy and have a positive approach to learning. They make good progress from their starting points. The childminder identifies where children may need extra help, so she can ensure any gaps in development close quickly. Children of all ages form good foundations to support their literacy skills. Children develop a good range of skills that prepare them well for their next stage in learning.

Setting details

Unique reference number	EY401533
Local authority	Kingston upon Thames
Inspection number	10074352
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	26 April 2016

The childminder registered in 2009 and lives in Surbiton, Surrey. She operates from Monday to Wednesday all year round. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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

