

Childminder report

Inspection date:

5 September 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are cared for in a safe and secure physical environment and form strong emotional bonds with the childminder and each other. Parents report that children are always pleased to see the childminder and other children when they arrive. However, the childminder has not been wholly committed to providing a continually improving provision. Children confidently help themselves to toys. They are reassured by the childminder when visitors are present, and they contentedly go to bed, showing they feel safe and secure. The childminder successfully encourages children to appreciate the outdoors and to enjoy taking part in physical exercise such as climbing and walking. She provides daily opportunities for children to take part in activities within the community and outdoors. For example, they visit the library, toddler groups, play parks and woods. Children make steady, but not consistently good, progress in all areas of learning and development. Although the childminder recognises children's abilities and what they are ready to progress to next, she does not focus on planning for their learning needs precisely enough.

What does the early years setting do well and what does it need to do better?

- The childminder completes assessments of children. She has a clear understanding of their interests and abilities. For example, she knows they can count by rote to three but cannot yet recognise quantities of one and two. However, she does not plan well to target their progress needs. For instance, she introduces toddlers to secondary colours, such as orange and purple, before primary colours.
- The childminder reads to children frequently. She gains their interest with her animated voice and involves them in repeating catchphrases and buzz words. However, again her planning is flawed. For example, she starts reading one book with one child, then stops mid-flow to do the same with another child looking at a different book. This disrupts children's thought processes; they cannot follow the thread of the book.
- Despite having a good selection of toys, the childminder does not always present these inspiring enough. This is highlighted when toddlers with a particular interest in doll play show no interest in undressed dolls left for them to access in a container. When small toy animal and people figures are provided on a table, toddlers move them around and mimic some animal sounds, but after that they do not know what to do with them.
- The childminder agrees plans for supporting children's well-being needs with parents. However, arrangements for involving parents, and the nursery settings some children also attend, in planning for their learning needs are not well established. Children do not therefore receive reliably consistent support between their different settings.
- The childminder introduces babies and toddlers to ethnicity differences by using

play resources and books that depict different ethnicities. However, she has not developed enough knowledge and understanding of diversity herself, to fully extend older children's learning beyond this.

- The childminder has not targeted the recommendation raised at the last inspection; to make the most of professional development opportunities. The impact of this is highlighted by the gaps in her quality of teaching and knowledge of the recent changes to local area child protection protocols.
- The childminder praises children for their achievements and successfully diverts toddlers from emerging squabbles. Toddlers behave exceedingly well.
- The childminder supports children's speech and language well. She repeats words toddlers use, emphasising the letter sounds they miss out. She models sentence building by adding words to their one or two words.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear knowledge and understanding of the possible signs and symptoms of abuse and neglect and understands her responsibility to act on any concerns about children's welfare. However, although she attended safeguarding training two years ago, since then the local authority has changed its reporting protocols. The childminder has not kept up to date. Although she says this training covered wider safeguarding issues, such as those under the 'Prevent' duty and female genital mutilation, her knowledge and understanding of these are not highly secure. The childminder uses risk assessment effectively to minimise hazards to children in the home and on outings.

What does the setting need to do to improve?

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

- keep up to date with local area child protection protocols and develop secure knowledge and understanding of wider safeguarding issues, such as those relating to 'Prevent' duty legislation and female genital mutilation
- plan more precisely for children's progress needs, ensuring that activities provide higher levels of challenge and inspire children to engage in longer-lasting and more dynamic play and learning
- develop stronger partnerships with parents and the nursery settings children attend, to ensure a fully collaborative and consistent approach is maintained for supporting children's individual progress needs
- explore more ways to acknowledge and celebrate children's diverse religious and cultural backgrounds, to help them value and respect their own and each other's differences
- establish an effective process for evaluating the effectiveness of teaching practice and identifying and targeting professional development needs.

Setting details

Unique reference number	EY385617
Local authority	Surrey
Inspection number	10060492
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	14 December 2015

Information about this early years setting

The childminder registered in 2009 and lives in Esher, Surrey. She operates Monday to Friday between 7.30am and 6.15pm throughout the year.

Information about this inspection

Inspector

Amanda Tyson

Inspection activities

- The inspector observed the childminder's interaction with children during activities indoors. She looked at the childminder's range of learning resources and equipment, and observed the suitability of the premises.
- The inspector discussed the childminder's practice, the impact of her activity planning and her engagement with the children.
- The inspector sampled a range of documentation, including children's records relating to their well-being and safeguarding needs and evidence of the childminder's suitability. The inspector talked to the childminder about her use of self-evaluation.
- The inspector sought and took account of the views of parents.

We carried out this inspection 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.

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