

Childminder report

Inspection date: 17 September 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

The childminder is dedicated towards her provision and to the progression of the children in her care. Children have strong and loving bonds with her and they are engaged and inquisitive in their learning and are gaining new skills to support their future progress. The childminder places a lot of time and effort in planning more challenging opportunities in children's play. For example, younger children explore with their senses as they pick herbs and squeeze oranges to make perfume. The childminder has a determined attitude to continuously captivate and entice children in their learning and she uses new experiences to build on their learning. They have lots of physical play outdoors, such as ambitious plans for forest school trips. Children benefit from a safe provision through effective use of risk assessments. The childminder fully involves children in learning to be safe and to take care of themselves. She provides consistent explanations to children when using tools such as scissors and small knives at snack time, and to help children to take a calculated approach when accessing the many stairs to the playroom. The childminder helps children to gain independence skills to build on their self-awareness and esteem. Children receive lots of praise for persevering with tasks and they are increasing their concentration skills as they attempt new activities and tasks.

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

- The childminder places an extraordinary focus on her professional development. She accesses training and research to constantly raise her knowledge and understanding to even higher levels. A recent course on mathematics has led to exciting new activities to broaden children's experiences.
- The childminder provides a very organised, immaculately clean and stimulating provision. Children have access to a wealth of resources to help them to make their own choices in their play. Children enjoy choosing an activity from the 'busy bags' to help them to build more skills, such as creating rainbows with coloured balls and tweezers and counting spots on a dice to place the correct number of jewels into a treasure box.
- Successful partnerships are well established to provide children with a joined-up approach towards their learning. Next steps and assessment reports for those children who attend additional settings are shared consistently to ensure that they make the best progress.
- The childminder observes children's learning. She celebrates their successes by displaying photographs of activities and experiences they have had. Children enjoy looking at their own profile books and recall memories of things they have enjoyed. The childminder tracks children's development closely and this helps her to quickly identify potential gaps and provide extra support if required.
- The childminder supports children in their increasing vocabulary and communication skills. She introduces many words and sounds to younger

children and involves older children in more challenging discussions. However, occasionally she does not give them time to answer questions she asks, to help them to use or express their own views and suggestions.

- The childminder helps children to learn about good behaviour and how to manage their own emotions. Children share willingly and enjoy creating and playing games together. They show increasing patience and an understanding of waiting and taking turns, such as when they create beats and sounds on the keyboard.
- Children are gaining early independence in their own self care and to help them gain new skills. For example, they enjoy cutting up their own snack and pouring their own water at snack time. Children can also choose from a menu book to involve them in planning nutritious meals. This helps children to build a deeper understanding and responsibility of making healthy choices.
- Partnerships with parents are good and the childminder constantly keeps them involved in their children's progress. Even though she gathers information on their needs and requirements when they first start, this does not fully capture children's abilities, and what they can and cannot do.
- Children are developing an early awareness of their immediate community and nature in the world around them. They enjoy learning about people who help us, such as during police and fire engine visits to the childminder's home. The childminder helps to spark children's curiosity as they become involved in learning how caterpillars change into butterflies and reading stories to prompt their thinking and understanding of processes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant towards the protection of children in her care. She can identify the signs of abuse and how she would report any concerns for a child's welfare. The childminder keeps her knowledge of relevant changes, such as the local authority requirements, up to date. There are good policies in place which the childminder regularly reviews and adapts to ensure they contain informative details.

What does the setting need to do to improve?

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

- gather more in-depth information about what children can and cannot do, to focus strongly on planning for their future development
- provide children with more time to answer questions asked of them and to have the opportunity to express their own ideas and suggestions.

Setting details

Unique reference number	EY424496
Local authority	Surrey
Inspection number	10108777
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	22 May 2014

Information about this early years setting

The childminder registered in 2011 and lives in Guildford, Surrey. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and planned family holidays. The childminder holds a level 3 early years qualification.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- The inspector conducted a learning walk with the childminder around the areas of the home and garden used for the childminding provision. The inspector took into account the views 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 of the childminder and the children and the impact the teaching has on children's 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, and the areas currently identified for improvement.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019