

Childminder report

Inspection date: 19 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder forms strong relationships with the children, through which they feel safe and secure. As a result, children become increasingly confident and independent. This is evident when toddlers seek comfort from a hug with the childminder before going off to explore an activity by themselves. Toddlers develop independence and eagerly follow the simple instructions the childminder sets them. This may be fetching their shoes or using cutlery with good control to feed themselves.

The childminder understands each individual child's background, abilities and the experiences they have had in their lives well. She plans effectively to ensure she provides them with a wide understanding of the world around them. For example, she ensures they experience a range of outdoor spaces including playgrounds and gardens. The childminder assesses children's progress with care to enable her to move them forward to help them meet their full potential. She ensures that her environment is organised effectively to meet children's developmental needs. For example, she provides children with a range of equipment to help them develop their body strength and control. Toddlers learn to use their legs to push a see-saw back up when it is their turn.

Children enjoy learning and, at most times, concentrate intently as they test out their ideas. For instance, toddlers stay focused as they find out what happens when they roll balls across the floor. However, at times, the activities the childminder plans do not hold the children's attention or offer them enough challenge and they quickly lose focus.

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

- The childminder uses effective strategies to help children learn how to manage their feelings and behaviour. These include working with parents to establish consistent routines for behaviour management. As a result, toddlers begin to learn to share toys, to take turns and develop an understanding of how to express their feelings. The childminder ensures children experience a range of social situations to help them learn how to adapt their behaviour and to feel confident in busier, external group activities.
- The childminder shows skill in supporting children's language development. She focuses strongly on this in her practice and provides many opportunities for children to hear language and to learn new words. The childminder uses songs and rhymes constantly. She often sings to the children or plays songs linked to their favourite characters in the background. Toddlers respond well to the childminder's teaching techniques and begin to label objects and creatures, using the words she has taught them. For example, they enthusiastically name

the toy animals they play with or mimic the noises that animals would make.

- Children are eager to learn and show a keen readiness to explore the resources the childminder provides for them. Toddlers demonstrate this when they explore new textures, such as jelly and spaghetti, in their own ways. Some enjoy getting messy and feeling the material in their hands, while others carefully remove small amounts with tongs and notice what happens as they move it around a table. The childminder understands the children's individual learning styles and interests well. However, she does not consistently build on the children's thoughts and ideas that emerge as they play to further support their learning.
- The childminder establishes strong partnerships with parents, through which she develops a wide understanding of what children can do and what they enjoy. She communicates effectively to help parents understand the progress children make and how they can continue to build on children's learning at home. For example, she encourages parents to share books with their children to help support children's early language and reading skills.
- The childminder reflects actively on the effectiveness of her practice. She notes how she can change the activities she provides to boost children's learning further and to improve their experiences. She listens willingly to the views of parents and children and makes changes to better meet their needs. For example, she provides resources that link closely to children's interests. The childminder continually develops her knowledge and skills to improve the outcomes for children. For example, through research she has found more effective ways of laying out resources so children can access them better.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her safeguarding knowledge is thorough and up to date by accessing a great deal of training and information. She remains vigilant and knows how to recognise if a child's welfare is at risk. She understands well the safeguarding procedures in her local authority, meaning she can act effectively if a child needs help. The childminder ensures children's safety in her care. She implements robust risk assessments and makes sure that even the youngest children know why the rules that are in place exist. For example, toddlers know and follow the rules in place for garden play.

What does the setting need to do to improve?

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

- enhance further the opportunities for children to be challenged and to extend their thoughts in their play, to help them focus for longer periods
- focus teaching more precisely on building on children's thoughts and interests as they emerge in their play.

Setting details

Unique reference number	EY294453
Local authority	Surrey
Inspection number	10106294
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	5
Number of children on roll	11
Date of previous inspection	14 May 2015

Information about this early years setting

The childminder registered in 2004 and lives in Guildford, Surrey. She provides care for children from Monday to Thursday, from 7.15am to 5.30pm, all year round.

Information about this inspection

Inspector
Kerry Lynn

Inspection activities

- The inspector carried out a learning walk with the childminder during which they discussed what the childminder wants the children to learn and how she is providing for this.
- The inspector took account of parents' feedback from the references they wrote for her.
- The inspector observed children's play and learning, and discussed their progress with the childminder.
- The inspector held conversations with the childminder to discuss the teaching and learning observed during the inspection.
- The inspector checked statutory documents.

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