

Childminder report

Inspection date: 25 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children settle quickly into the childminder's care. They form a strong bond with the childminder, who gives praise and reassurance. Children explore the warm, homely environment with confidence. The childminder uses a calm approach as she plays alongside the children, which helps children to settle happily into routines. She is kind and caring, which helps children to feel safe and secure.

The childminder is well qualified and has high expectations of what children know and can do. Children experience a rich curriculum, with exciting play activities. Children have good opportunities to learn about the natural world. For example, they talk animatedly about growing vegetables in the childminder's garden. They relish as they walk through the woodland in the childminder's garden, talking about the different flowers and leaves.

The childminder helps children to manage their own behaviour. Younger children begin to understand that they must share the toys and equipment. Older children develop an understanding of younger children and are sensitive to their needs. For example, children help each other when using dressing-up clothes. The childminder is a positive role model, which helps supports children's good behaviour.

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

- The childminder shows a good understanding of how children learn and develop. Children enjoy a range of interesting play activities across the seven areas of learning. The childminder plans a range of activities to strengthen their learning further. For example, children enjoy experimenting with colour mixing. However on occasions, the childminder does not adapt the activities effectively for older children, in order to ensure their needs are met and they are all challenged fully.
- Children develop good early mathematics skills. The childminder supports the children in their chosen play and frequently encourages counting. For instance, children count with confidence as they make cakes in the play kitchen.
- Children build on their communication and language skills very well. The childminder uses familiar songs to help promote children's early communication and language skills effectively. For example, children learn about body parts as they sing. Children flourish in their communication and language development.
- The childminder supports children to develop an understanding of the world around them. Children are offered a range of opportunities to explore their local community. For example, the childminder takes them on trips to local groups and to play with children of their own age. They visit playgrounds and local farms.
- Children's emotional security and well-being are paramount to the childminder's practice. Each child is cherished and their uniqueness is valued and nurtured.

Children are extremely settled and enjoy using a range of resources to motivate their learning.

- The childminder helps children to understand how they can support their good health. Children make healthy choices about what they would like to eat. For example, they choose fruit and water for their snack. The childminder supports children to be independent in their self-care, for example, by working closely with parents to support children during toilet training. She promotes children's understanding of good hygiene routines effectively, such as washing their hands before snacks and after playing in the garden.
- The childminder gathers feedback from parents and children to help her evaluate her setting and meet the needs of those who attend. Parents are complimentary and happy with the care and education that the childminder provides. The childminder communicates effectively with the parents. She tracks children's overall progress using the 'Development Matters' guidance. She regularly completes observations and shares these with parents, discussing their children's progress. This supports parents to continue their children's learning at home. The childminder is experienced and the quality of education is good.
- The childminder links with other local childminders to discuss and share good practice and obtain ideas to develop her provision. She undertakes mandatory and some additional training, and uses the new knowledge and skills gained to enhance children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of signs and symptoms that may indicate abuse to children. She has updated her safeguarding training. The childminder knows the procedures to follow to keep children safe. She understands the procedures to follow and who to contact about any concerns. She has a good understanding of wider safeguarding issues, including the 'Prevent' duty, and ensures that all her policies are updated to reflect these. The childminder keeps the children safe in her care and regularly assesses and removes potential hazards. This helps her to promote children's safety and welfare to a high level.

What does the setting need to do to improve?

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

- enhance teaching to differentiate the learning for older and younger children during group activities, to ensure all children are fully challenged and engaged
- ensure craft resources are freely and easily accessible for children and help their creativity to flourish.

Setting details

Unique reference number	EY394080
Local authority	Surrey
Inspection number	10074258
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 6
Total number of places	4
Number of children on roll	3
Date of previous inspection	14 January 2016

Information about this early years setting

The childminder registered in 2009 and lives in New Haw, Surrey. She has a childcare qualification at level 3. She works Tuesday to Thursday, throughout the year. The childminder receives early education funding for children aged three years.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- The inspector held a number of discussions with the childminder throughout the inspection. They completed a learning walk to understand how the setting and curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The childminder and the inspector completed a joint evaluation of an activity.
- The inspector spoke with children at appropriate times during the inspection.
- The inspector took account of views of parents through written feedback provided.
- The inspector looked at a sample of documentation, including evidence of the suitability of persons living in the household.

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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