

Childminder report

Inspection date: 2 October 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 offers a warm and welcoming provision. Children demonstrate high levels of confidence. They are visibly happy and concentrate superbly. Secure settling-in arrangements support children to develop strong attachments to the childminder. For example, she uses home visits to develop a thorough understanding of children's individual needs, as well as her settling-in sessions, to ensure that she develops a secure understanding of children's interests. This supports children to feel safe and secure. The childminder knows her children very well and is committed to working with parents to support them to achieve the best possible outcomes.

The childminder has high expectations of what children know and can do. She uses her good knowledge of children's interests and observations of their development to plan activities to support them in their learning. Children's literacy skills are particularly well supported. They show a keen interest in books and eagerly select their favourite stories to share with the childminder. Children point out the different animals in books and listen carefully as they learn about llamas and grasshoppers before looking for the animals in their toy box.

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

- Children's imagination skills are well fostered. They have access to a wide range of resources and are keen to explore them and create their own games. For instance, they delight in creating games using toy minibeasts and make up their own songs about 'creepy crawlies' that they share with the childminder and visitors.
- Children's behaviour is very good. The childminder fosters an environment of respect and kindness. For instance, children enjoy selecting board games to play and confidently take turns and share. They listen to instructions intently and have a positive attitude to learning.
- The childminder promotes communication skills well. She consistently models new vocabulary and supports children to develop their pronunciation of different words. The childminder balances giving children time to explore and using questions to develop their knowledge and understanding.
- Children are well supported to develop their mathematical skills. For example, they recall shapes and numbers, sort toys into colours and recognise that the dots on dice represent numerals. Older children count in both English and Spanish with confidence.
- The childminder encourages all of the children to develop independence in their self-care skills and older children are taught about the importance of handwashing. She responds sensitively to the care needs of youngest children as she completes their personal care routines.

- The childminder values offering children daily opportunities to be physically active and enjoy the fresh air. For instance, children enjoy regular visits to local activity groups, walks to the parks and using the apparatus at local play areas.
- The childminder has developed a varied curriculum across the seven areas of learning and plans a wide variety of activities. She has a good understanding of children's development and the early years foundation stage and understands how children learn. This supports children to develop the essential skills for the next steps in their learning.
- Parent partnerships are effective. Parents speak highly of the childminder and comment on her 'warm and caring' nature. They praise the good support she gives to their children to help them to make progress in their learning. They compliment the strong relationships that their children build with the childminder, commenting that they are 'delighted' with the care she provides.
- The childminder is dedicated to her ongoing professional development. She reflects on her practice regularly to identify areas of development. For instance, she attends networking meetings with other childminders to share best practice, researches areas of child development and completes ongoing training to develop her professional skills.
- Children develop strong problem-solving skills. For example, they independently complete puzzles and are eager to share their achievements. However, sometimes, the childminder misses opportunities to support children to develop their critical thinking skills, such as making predictions and using trial and error.

Safeguarding

The arrangements for safeguarding are effective.

The childminder continues to attend statutory training in safeguarding and to research child protection issues. The childminder has a good knowledge of the signs that indicate a child may be at risk of abuse or neglect. She talks confidently about wider safeguarding issues such as the 'Prevent' duty and female genital mutilation. The childminder knows the steps that she must take if she has any concerns about a child's safety or well-being and her responsibilities to report concerns swiftly.

What does the setting need to do to improve?

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

- extend the opportunities provided to support children to develop their critical thinking skills to an even higher level.

Setting details

Unique reference number	EY248242
Local authority	Surrey
Inspection number	10073148
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	9 May 2016

Information about this early years setting

The childminder registered in 2003 and lives in Thames Ditton, Surrey. She operates her service Monday to Wednesday, from 8am to 6pm, all year round. She holds early years professional status.

Information about this inspection

Inspector

Nicola Edwards

Inspection activities

- The childminder gave the inspector a tour of areas of her home used for childminding. The childminder and the inspector discussed the quality of activities the childminder plans and how they support children's learning and development.
- The inspector observed the interactions between the childminder and the children.
- The inspector read feedback from parents and took account of their views.
- The inspector conducted leadership and management discussions with the childminder.

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