

Childminder report

Inspection date: 8 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 has high expectations for children. She provides a varied curriculum to promote good learning experiences for them. Children are keen to try new activities and develop good attitudes to learning, to support their future progress. The childminder provides opportunities to build on children's vocabulary skills. Children rapidly learn new language and talk confidently and articulately. However, sometimes the childminder does not adapt her teaching skills to reshape the way she asks children questions, to help them think through and share their ideas more consistently.

Children benefit from the warm, nurturing care the childminder provides for them. This helps to support their emotional well-being effectively. The childminder promotes positive behaviour in her setting. She treats children with kindness and respect. She helps children to learn about the rules of the setting, to keep them safe and to promote a harmonious environment. In turn, children are kind and caring. They are polite, courteous and behave well.

The childminder promotes mathematical skills well. She teaches children about numbers, to estimate size and to recognise shapes. For instance, children use blocks to build towers as they experiment with making them taller. This helps to build children's knowledge of how to use mathematics purposefully in their play.

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

- The childminder works well with parents to share children's learning and promote consistency in their care. For example, she supports children as they are potty trained and offers advice for parents to promote consistency in how they work together to support this. Parents speak highly of the childminder. They value the good-quality care she provides and the support she offers to help their children develop good social skills.
- Children benefit from a good range of toys and resources, both indoors and outside, to motivate their play and learning. The childminder follows children's interests well and captures good opportunities to weave in new learning. For instance, she encourages children to experiment in their creative play, as they learn how to use brushes to apply glue to the paper shapes they add to their pictures. The childminder recognises when to give children time to think through and develop their imaginative play. However, sometimes she does not re-shape the questions she asks to help children to think through and share their ideas more consistently.
- Children are safe, happy and well cared for. They enjoy a variety of

opportunities to build on their social skills. For instance, the childminder provides children with opportunities to play with friends and to visit the beach, soft-play centres and the park. Children develop a good understanding of the wider community, including about different family dynamics and who they live with. This helps children to understand, value and respect the differences and similarities between themselves and their friends.

- The childminder makes regular observations and assessments of children's learning to help her plan for their next steps. She has a good understanding of what children know and can do, to help build on their learning. She has established relationships with other early years settings that children attend. However, she identifies that she has not developed these relationships to share information and work together more effectively to provide a continuous approach for children's care and learning needs.
- The childminder promotes children's independence skills well. Children learn how to put on their coats and wellington boots, as they get ready to go outside. They take pride in keeping the environment clean and tidy, such as clearing away toys and resources before they sit for snack time. Younger children are beginning to learn some routines to keep themselves safe, which they confidently share with the childminder. For instance, as they pretend to make tea, they remind the childminder that she needs to 'blow' as the tea might be hot.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust understanding of how to keep children safe. She completes regular safeguarding training to ensure she knows about local safeguarding policies and procedures. This helps her to know how to identify when children are at risk of harm and what action she would take. The childminder checks the safety and suitability of her home each day to ensure that any risks to children are managed effectively. This helps to maintain children's welfare and promotes a safe and secure environment for children to play and learn.

What does the setting need to do to improve?

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

- strengthen questioning techniques to enable children to think through and share their ideas more consistently
- establish a shared approach to children's care and learning with other early years settings children attend so that they receive consistent support.

Setting details

Unique reference number	EY355450
Local authority	Surrey
Inspection number	10073909
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 June 2016

Information about this early years setting

The childminder registered in 2007 and lives in Woking, Surrey. The childminder provides care for children from Monday to Thursday from 7.30am until 6.30pm and on Friday from 7.30am to 5pm, for most of the year.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- The inspector spoke to the childminder and children, at appropriate times, during the inspection.
- Parents provided their written views of the childminder's practice, which were taken account of by the inspector.
- The childminder and the inspector completed a joint observation and discussed children's learning.
- The inspector observed activities indoors and outside and assessed the impact the childminder's teaching had on children's learning.
- The inspector looked around the areas used for childminding purposes.

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