

Childminder report

Inspection date: 18 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder has addressed the weaknesses from her last inspection. She has developed her observation, assessment and monitoring systems to support her to clearly identify children's stages of learning. The childminder knows her children well. She works with parents to identify what children can already do and uses her assessments to plan age-appropriate next steps. Children, including those who speak English as an additional language, make the expected progress in all seven areas of their learning. However, the childminder does not consistently extend activities to support children to sustain their interest to the highest level.

Well-considered settling-in systems support children to build good relationships with the childminder. Children demonstrate that they feel safe and secure. The childminder consistently praises children for their achievements. This contributes to building their self-esteem and confidence. For instance, school-age children are keen to share their achievements as they complete complex puzzles and young children are eager to select their own toys and help to tidy up. However, the childminder does not effectively use opportunities that arise to support children to discuss their own feelings, to extend their emotional development.

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

- The childminder supports children's early language development well. She talks to children constantly and consistently models new vocabulary. For instance, as she holds up jigsaw puzzle pieces, she clearly pronounces the names of the animals pictured on them to support children to develop their understanding. Children listen attentively and are praised as they attempt to repeat the names of the animals, which contributes to building their confidence.
- Children's behaviour is good. Children play well together, take turns without prompting and share well. Older children are very kind and invite younger children to join their games.
- The childminder helps children develop independence in their self-care routines. For instance, they remove their own coats and shoes and hang them up when they return to the house. Older children put their bags away after school and tell the childminder 'I can do it' when taking care of their personal hygiene needs.
- Children use their imaginations well. For instance, they eagerly select toy emergency vehicles to play with and delight in exploring the sounds of the sirens. They enjoy playing with their toy kitchen, pretending to cut cakes and stacking plates. Children concentrate well and are given time to follow their own interests. However, there is scope to further extend activities to support children to sustain their interest to an even higher level.
- The childminder is committed to her ongoing training. Since her last inspection, she has attended further training in supporting children who speak English as an

additional language, and conducted her own research to develop her understanding of supporting children's development.

- Parents say that they are happy with the service provided by the childminder. They comment on how 'kind and patient' the childminder is and the good communication that they receive about their children. They praise the variety of activities that their children are offered and the progress that they make in their language development.
- The childminder supports children to develop a good understanding of the world around them and one another's families. For example, children eagerly point at the pictures of their families on the photograph board. The childminder has purchased dual-language books for children to share, which they enjoy looking at together.
- Although children demonstrate that they feel safe and secure, the childminder does not fully consider how she can help children to develop a deeper understanding of feelings and emotions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the child protection procedures. She recognises the signs that a child may be at risk of abuse, neglect or being drawn into extreme behaviours or ideas. She knows her responsibilities to report any concerns about a child's well-being. The childminder promotes children's personal safety well. For instance, she provides children with high-visibility jackets when they travel between school and on trips and ensures that areas of her home accessed by children are safe.

What does the setting need to do to improve?

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

- extend activities to support children to sustain their interest to an even higher level
- provide more opportunities for children to gain a deeper understanding of feelings and emotions.

Setting details

Unique reference number	EY435941
Local authority	Surrey
Inspection number	10103098
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	4
Number of children on roll	6
Date of previous inspection	4 April 2019

Information about this early years setting

The childminder registered in 2011. She lives in Leatherhead, Surrey. She operates her service from Monday to Friday, between 7am and 7pm, all year round.

Information about this inspection

Inspector

Nicola Edwards

Inspection activities

- The childminder gave the inspector a tour of areas of her home used by children. They discussed how she organises the environment for children and plans the activities available for them.
- The inspector read written feedback from parents and took account of their views.
- The inspector talked with the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact it has on children's learning.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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