

Childminder report

Inspection date: 11 November 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

The childminder provides a welcoming home environment with stimulating resources and activities. She has a good understanding of children's individual needs, gained through her thoughtful settling-in arrangements. For example, home visits provide the childminder with in-depth knowledge of children's interests and backgrounds so that she can plan efficiently for their learning. Children are very happy and enjoy their time with her. However, changes in routines are not consistently organised. Children sometimes have to wait too long between play and learning opportunities, which does not enable them to make the most of their time in the setting.

The childminder is extremely kind and caring towards all children. Their emotional well-being is very well supported. This is illustrated as they confidently turn to the childminder for comfort and reassurance when needed. The childminder is a good role model to children. She consistently praises their efforts and achievements, which helps to encourage their good behaviour. Children develop essential social skills as the childminder encourages them to take turns and share.

The childminder encourages children to develop a love of books. They demonstrate this as they eagerly explore books and are fascinated by the pictures. Children enjoy choosing books during regular trips to the library. During story time, the childminder engages children by using gestures, puppets and making appropriate animal noises.

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

- The childminder undertakes regular training to help her to develop her knowledge and teaching skills. For example, in response to training, the childminder has now introduced a range of different-sized guttering to help children learn about speed and direction. Children show great delight as they race cars and different-sized balls along the guttering. They use words such as 'slower' and 'faster' to describe speed. Children show excellent language and communication skills from a very young age. However, the childminder does not make effective use of self-evaluation to identify areas of her practice to improve.
- The childminder knows the children extremely well. She gathers detailed information from parents to identify their starting points. She has a secure understanding of what they know and can do, and what they need to learn next. She links this knowledge with her in-depth understanding of children's interests to provide a rich, engaging and broad curriculum that encourages all areas of learning. This helps children to be well prepared for starting school.
- Parents are positive about the care their children receive. They comment positively that the childminder is dedicated, flexible and caring, and that their

children are happy in her care and 'love the outings'. Parents add that their children's language is developing well and that children are making 'huge leaps' in their speech development.

- The childminder provides many opportunities for children to learn about the wider world, people and communities. She teaches children good technology skills by showing them how to find out information using a laptop. For instance, children view age-appropriate videos on the internet to help them understand what poppies symbolise for Remembrance Day. Children talk about the soldiers and show great respect.
- The childminder regularly exchanges information about children's learning and development with other settings, including schools that children attend. This helps to promote continuity of care and learning for the children and their families.
- The childminder supports children's language development well. She models words clearly and uses descriptive language to help them build on their vocabulary. The childminder introduces mathematical terms during children's play. For example, she uses opportunities to count, and models language such as 'bigger' and 'smaller' to describe size.
- Children's health is promoted extremely well. Children learn to develop a taste for healthy foods, and the importance of physical activity. The childminder provides many opportunities for children to be outdoors and to engage in physical play. For instance, they enjoy walks along the canal. The childminder gives children plenty of opportunities to express themselves through music and dance. Children relish using the musical instruments to sing along to their favourite nursery rhymes. However, some routine times of the day such as lunchtime are not consistently organised. This means that children can become restless because they are having to wait for long periods.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the signs and symptoms which may indicate a child's welfare is at risk and knows how to respond if she has concerns. She has made herself aware of how to identify any children who may be at risk of being exposed to extreme ideas or behaviours. The childminder implements robust policies and procedures that ensure children are cared for in a safe environment. She teaches children how to keep themselves safe. For example, she teaches them how to cross roads safely while walking in the local area.

What does the setting need to do to improve?

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

- review daily routines so that children are well occupied and do not wait for long

- periods, maximising their play and learning time in the setting
- improve the quality of practice and outcomes for children by using self-evaluation to identify areas for development.

Setting details

Unique reference number	EY280407
Local authority	Surrey
Inspection number	10073342
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	27 April 2016

Information about this early years setting

The childminder registered in 2004. She lives in Knaphill in Woking, Surrey. The childminder provides care between 8am and 6pm each weekday, for most of the year. The childminder holds an early years qualification at level 3. She receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Richards

Inspection activities

- The childminder and the inspector discussed the play activities and children's learning during the inspection and undertook a joint observation of children's play.
- The inspector looked at a sample of documentation, including safeguarding policies and procedures, and children's records.
- The inspector spoke to children and the childminder at convenient times during the inspection.
- The childminder and inspector conducted a learning walk to view the provision and discuss the planning for children's learning.
- The inspector spoke with parents and their views were considered.

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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