

Childminder report

Inspection date:

12 November 2019

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children settle quickly and feel secure in the warm and safe environment the childminder provides for them. They establish good relationships with the childminder and each other. Children say how they feel comfortable with the childminder and how they want to come to the setting and enjoy the homely environment. They are confident and independent learners.

The childminder is welcoming and has a good relationship with parents. She talks to them about the children's day and passes on any updates from school or school nursery. The children are kind to each other and play well together. They are beginning to learn to share and take turns well. For instance, children play a matching game and patiently wait their turn. The childminder has high expectations of children's behaviour and shares strategies with the parents to enable them to use a consistent approach.

The childminder plans a varied selection of well-organised activities, which complements the children's learning in school. For example, after attending a Remembrance Day celebration children learned what a poppy represents. Children learn to have a positive and respectful understanding of past events and begin to learn about emotions and feelings.

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

- The childminder builds good relationships with parents. Parents comment that they cannot praise the childminder highly enough and that they are very pleased with the service she provides.
- Children have access to a range of toys, resources and equipment. However, resources to support children's understanding of technology are less evident.
- The childminder is effective in teaching children to understand the importance of leading a healthy lifestyle. For example, children often choose healthy eating options, such as carrots, cucumber or peas. Children know to drink water 'because water is good for you because it hydrates you'. The childminder teaches them that excess sugar can have a detrimental effect on their teeth. Children begin to develop good eating habits and table manners.
- The childminder teaches children good hygiene practices, and teaches children the importance of washing their hands before eating food. Children know that germs may be unseen on their hands and could be easily spread.
- The childminder provides opportunities to support children's physical skills well. For example, children visit a trim trail and learn to balance and climb.
- The childminder is a reflective practitioner. She regularly reviews how her day has gone, evaluates her activities and reflects on how she could do things

better. In addition, the childminder seeks the views of parents and children to help her improve her setting further.

- Children behave well, and the childminder is consistent in her approach to managing their behaviour. Children listen attentively to instructions and respond appropriately to the clear guidance the childminder gives. They happily play together and involve others in their games. For example, older children demonstrate how to build models and read out the instructions for younger children to follow.
- Children develop a can-do approach. For example, after building a tower, which then falls down, the childminder calmly encourages children to try again. She teaches children to persevere well with activities. The childminder praises children and supports their confidence effectively, helping them to believe they can succeed in their achievements.
- The childminder is an effective role model and has high expectations of children. She encourages children to take responsibility for themselves and demonstrates positive behaviour. For example, children are polite, helpful and respectful towards others. They form secure friendships and enjoy one another's company as they take part in activities such as games and crafts, and as they play with construction toys. This helps children to build on their social, physical and creative skills.
- The childminder has completed all mandatory training. She holds a current paediatric first-aid certificate and has completed recent training to refresh her knowledge of safeguarding. She also makes the most of opportunities to extend and enhance her professional knowledge and skills through ongoing professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues, including wider safeguarding concerns. She can identify the signs and symptoms which may indicate that a child is at risk of harm, and knows who to contact if she has concerns about a child's safety and welfare. She is aware of her role and responsibilities around safeguarding, and attends training to update her knowledge on how to keep children safe and protected from harm. The childminder talks to older children about safety. For example, she demonstrates how to cross a road safely to help them develop an understanding about staying safe.

Setting details

Unique reference number	EY551360
Local authority	Surrey
Inspection number	10126996
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 to 11
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Esher, Surrey. The childminder operates Monday to Friday, from 8am to 9am and from 3pm to 6pm, during term time only.

Information about this inspection

Inspector
Susan Allen

Inspection activities

- The inspector viewed the premises used for childminding.
- The inspector observed the childminder interacting with the children.
- The inspection spoke with the childminder at convenient times during the inspection.
- The inspector took into account the written views of parents.
- The inspector sampled a range of documentation.

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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