

Childminder report

Inspection date: 13 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder develops strong relationships with the children through which they feel safe and secure. She sensitively supports children to overcome their worries and helps them to feel happy when they encounter new experiences. For instance, she helps children to feel increasingly confident around animals by providing them with opportunities to interact with a range of animals during regular farm visits.

Children show high levels of enthusiasm for learning. When the childminder gives them templates to decorate, they instantly busy themselves cutting shapes to use. Children communicate confidently. They eagerly voice their opinions about stories and use language with ease to explain their play.

The childminder has an in-depth understanding of each child and the progress they make. She has high expectations for what children can achieve and ensures that she challenges and extends learning for all children. When toddlers willingly share and take turns in play without prompting, she engages them in playing board games to extend this further. The childminder uses her strong understanding of children's interests to promote learning. For instance, she uses their love of imaginative play to teach children new words, support their development of social skills and to introduce mathematical concepts, including shape and space.

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

- The childminder provides children with wonderful opportunities to understand their emotions and to learn how to communicate how they are feeling. Toddlers develop an advanced understanding of how others feel and begin to show empathy. When a toy dinosaur falls over, they discuss how it feels sad and talk about how they can make it feel better.
- Children develop a strong understanding of who they are and what makes them unique. The childminder teaches children about other cultures and beliefs exceptionally well. For example, children enjoy dressing-up days where they wear clothes related to a country that is special to them. Children learn to respect each other and reflect this greatly in their play. For instance, they happily allow friends to share their special toys and show respect for each other's things. They have a quick hug of their friend's comforters and quickly give them back.
- The childminder uses high-quality observations to help her understand what children need to learn. For example, when children discover vehicles that they are unfamiliar with, she provides input to help them learn about the purpose of the vehicle.
- The childminder uses effective teaching strategies to support children's progress. This includes through modelling actions and using questions well to encourage

children to speak in sentences. However, at times, the childminder does not act on opportunities to extend children's thoughts further by encouraging them to work out the solutions to problems that arise in their play.

- The childminder reflects actively on the quality of her practice and takes effective action to further improve the outcomes for children. She discusses how she has made changes that have encouraged more active play and have supported less confident children to take risks. This includes sinking a trampoline into the ground to help children feel safer and more secure. The childminder uses meaningful training opportunities to enhance her practice. She has recently attended training that has helped her to consider how best to meet the needs of toddlers.
- The childminder shows skill in supporting children's speech and language skills. She understands well activities that promote conversation and uses these with great effect. This is clear when children chat about the story they are enjoying and learn new words to describe the characters. The childminder consistently repeats back what they have said to give recognition, to model the correct pronunciation and to extend.
- The childminder establishes strong partnerships with parents through which she gains a wide understanding of children's experiences, interests and progress. She communicates effectively with parents to ensure they understand how they can support children's learning at home. She enables this with focused guidance and, at times, the sharing of resources. The childminder acts as a huge support to parents in supporting children's well-being and helping them to stay emotionally stable when changes occur in the home.
- The childminder recognises the benefit of partnership working. She works well with the staff in the other settings children attend. This helps her to understand fully the experiences children are having and the progress they make.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a confident understanding of how to safeguard children. She understands fully how to recognise if a child's welfare is at risk. She actively updates her knowledge of safeguarding procedures in her local area to ensure that she understands precisely how to act if she needs to protect a child. The childminder consistently guides children on risks that they may experience in life and helps them to understand how to stay safe. For example, when they make 'candles' for play dough birthday cakes, they talk about the danger of flames and how candles can be hot.

What does the setting need to do to improve?

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

- enhance further the opportunities for children to develop critical thinking skills and help them to use these to solve problems that arise in their play.

Setting details

Unique reference number	EY425625
Local authority	Surrey
Inspection number	10136667
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	22 September 2015

Information about this early years setting

The childminder registered in 2011. She lives in Redhill, Surrey. She operates Monday to Friday, 7.30am to 4pm, term time only.

Information about this inspection

Inspector

Kerry Lynn

Inspection activities

- The childminder talked to the inspector about her aims and how she uses her environment to achieve these.
- The inspector observed children and discussed with the childminder the progress they have made from their starting points.
- The inspector checked that statutory documentation is place.
- Parents shared their feedback through written reviews that the inspector took into account.
- The childminder reflected on children's learning and her own practice during a joint observation with the inspector.

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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