

Childminder report

Inspection date: 23 January 2020

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 helps children to settle quickly into her provision. Children are happy and secure. They show strong bonds with the childminder and are building close relationships with other children. The childminder helps children to recognise their own uniqueness and what makes them special as individuals. Children are praised for their efforts and show a strong sense of pride and self-esteem. Children behave well. They listen to instructions and the childminder provides consistent explanations to help children to understand her expectations and boundaries. Children are learning good independence skills. They make their own choices in their play and this helps to support their changing likes and interests. Children are excited and engaged learners. They enjoy exploring with different musical instruments to learn about sounds and use their sensory experiences in their play. Children use drum sticks to make a beat on the xylophone and press buttons on the small keyboard, showing their recall and memory skills as they repeat songs. Children have a strong understanding of the world around them. They are learning about the similarities and differences between themselves and others. Children who speak English as an additional language are making encouraging progress. The childminder is skilled in supporting them in their home language and also in helping them to build a good understanding of how to use the English language.

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

- The childminder has worked well towards the recommendations from her last inspection. She understands the importance of sharing information with other settings that children attend to provide them with a joined-up approach to the next steps in their learning.
- The childminder has high expectations for the children in her care and in following their changing interests and needs. However, she does not precisely plan for professional development opportunities, to help her to continuously raise her knowledge and understanding to much higher levels.
- Partnerships with parents are effective. The childminder involves them in their children's progress and shares ideas of how they can support their children's development when at home.
- The childminder tracks and monitors the progress that children make. She is able to quickly identify potential gaps in their learning to provide additional support if required. The childminder makes regular observations and assessments of children's achievements which she shares with parents. This helps her to plan for further experiences to help children to remain curious learners.
- Children are independent and are supported well to help them to become self-reliant. Children are learning to take calculated risks such as using small knives to help prepare snacks. They enjoy smelling the different aromas that the fruits

create and know their own likes and dislikes when making choices.

- The childminder uses the process of self-evaluation well. She is reflective about how she can improve on the care she provides. She values the comments of parents through the use of daily discussions and regular questionnaires and this helps to identify additional areas for improvement and change.
- Children have lots of opportunities to be physically active and have access to fresh air and exercise. They go on outings to the park and soft play areas to help them to have space to run and learn about how their bodies move.
- The childminder helps to support children's increasing communication and language development. She provides targeted support for children who are struggling in this area and her constant introduction of sounds and simple words helps children to increase in their range of vocabulary and understanding skills.
- The childminder helps children to investigate the early stages of mathematics in their learning. For example, children explore size and volume as they transfer sand to different-sized containers. Children are starting to recognise and use simple numbers as they use numbered pebbles and count coloured dinosaurs.
- Children are imaginative and enjoy pretending to play shops together. The childminder helps them to introduce real life experiences in their play, such as using money to pay for items. However, children do not have independent access to mark making resources to fully support their own creativity and early literacy skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in how she would protect the children in her care. She is able to identify the signs and symptoms of abuse and the procedures she would use to report any concerns. This helps to protect the welfare of children. The childminder recognises the importance of regularly accessing updates to maintain her knowledge of changing and wider issues regarding safeguarding children, such as keeping them safe from extremist views, and to gain an early understanding of using early technology safely. The childminder uses good risk assessments when on outings to provide safe environments and minimise harm towards children.

What does the setting need to do to improve?

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

- plan more precisely for more professional development opportunities, to continuously raise knowledge and understanding to higher levels
- support children to help them to explore with mark making activities and resources, to fully encourage their own creativity and early literacy skills.

Setting details

Unique reference number	EY470060
Local authority	Surrey
Inspection number	10075581
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	4
Number of children on roll	2
Date of previous inspection	17 May 2016

Information about this early years setting

The childminder registered in 2014 and lives in Knaphill, near Woking in Surrey. The childminder provides care from 8am until 6pm, each weekday, all year round.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- The inspector conducted a learning walk with the childminder around the areas of the home used for the childminding provision. The inspector took into account the written comments on recent questionnaires completed by parents.
- A range of documentation was sampled, including suitability checks and children's developmental files.
- The inspector observed the interaction of the childminder and the children and the impact the teaching has on their learning and development.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The childminder and the inspector spoke about her professional development and how she evaluates her provision and the current areas identified for improvement.

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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