

Childminder report

Inspection date: 20 January 2020

| | |
|------------------------------|-------------|
| Overall effectiveness | Good |
|------------------------------|-------------|

| | |
|--------------------------|-------------|
| The quality of education | Good |
|--------------------------|-------------|

| | |
|-------------------------|-------------|
| Behaviour and attitudes | Good |
|-------------------------|-------------|

| | |
|----------------------|-------------|
| Personal development | Good |
|----------------------|-------------|

| | |
|---------------------------|-------------|
| Leadership and management | Good |
|---------------------------|-------------|

| | |
|--|------------------------|
| Overall effectiveness at previous inspection | Not Met (with actions) |
|--|------------------------|

What is it like to attend this early years setting?

The provision is good

The childminder provides children with a welcoming environment. Children settle securely and happily with the childminder, who takes the time to get to know them well. As a result, children feel safe and behave well. Children explore the environment with ease and motivation. She caters for their interests, and children enjoy a wide range of interesting activities. Children listen to the childminder and follow simple instructions. They help to tidy up when they have finished playing with toys.

The childminder has high expectations of children. She acts as a good role model for children. She is kind and polite. Children are happy, have a positive attitude and enjoy learning. They take pride in their achievements and are keen to share their experiences with others. For instance, children eagerly show the childminder the patterns they create with different tools in the play dough.

The childminder is particularly skilled at supporting children's communication and language development. She supports children who speak English as an additional language very well. The childminder consistently introduces new vocabulary and models the correct pronunciation of words to support children's understanding. They learn to speak English very quickly. For instance, when children point at toys or make sounds to express themselves, she repeats the names of resources to support their learning.

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

- The childminder has developed a good curriculum based on the children's interests. The childminder uses information she gathers through observations of children to provide meaningful experiences, to help extend their learning further.
- The childminder offers children and their families settling-in sessions when they first start. This helps children and parents to get to know the childminder and her home. The information obtained from parents helps the childminder to support children's health and care needs effectively. However, she does not gather precise information to help her teach children about, and celebrate, their own culture and heritage.
- The childminder encourages children to explore and take part in a variety of activities. She skilfully uses their favourite resources to promote several areas of learning. For example, the childminder notices that some children enjoy playing with cars. This prompts her to plan an activity using different vehicles to make marks. Children marvel at the lines and patterns they make. They push trains, tractors and cars into the play dough. This helps children to develop their control of small muscles and early writing skills in readiness for future learning.
- The childminder encourages children to develop their understanding of

emotions. For instance, she supports children to identify various facial expressions to understand the different emotions. As a result, children develop the ability to recognise and talk about their different feelings.

- The childminder ensures children have fresh air and exercise daily. She takes them to the local toddler groups, where they can develop their social skills. The childminder provides children with a variety of opportunities to see the world around them. For instance, they take the family dog on walks to areas of outstanding beauty as part of their day.
- Children show curiosity and can-do attitudes to trying new things. For instance, they learn how to use scissors as the childminder teaches them how to cut. She successfully encourages children to persist at these new activities, so that they gain confidence in their developing physical skills and successfully snip the play dough.
- Parents are very happy with the care and education that the childminder provides. They comment on how they are 'always kept informed' of their child's progress.
- The childminder is experienced and reflective. She evaluates her practice and accurately identifies her strengths and knows the areas for improvement. However, she does not focus enough on her professional development needs to enhance her teaching skills to the highest level.
- Overall, the childminder focuses her curriculum on the children's social, emotional, communication and language skills and their physical development to ensure they have the skills they need to support their future learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has updated her safeguarding knowledge. She is aware of wider safeguarding issues and ensures that all her policies are updated to reflect these. This helps her to keep children safe from harm. The childminder knows the possible signs and symptoms of child abuse and fully understands how to report child protection concerns. She implements policies and procedures to keep children and her home safe. The childminder carries out daily safety checks to help reduce hazards and minimise accidents. This helps her to promote children's safety and welfare.

What does the setting need to do to improve?

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

- obtain the information needed from parents to help children to learn about and celebrate their own uniqueness, including children's cultural backgrounds and heritage
- make fuller use of professional development opportunities to aim at continually

raising the already good quality of teaching to the highest level.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY297332 |
| Local authority | Surrey |
| Inspection number | 10132603 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 2 to 2 |
| Total number of places | 4 |
| Number of children on roll | 1 |
| Date of previous inspection | 30 June 2015 |

Information about this early years setting

The childminder registered in 2004 and lives in Addlestone. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 qualification.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- The inspector viewed the areas used for childminding purposes with the childminder and discussed how the early years provision and the curriculum are organised.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- An evaluation of the activities was discussed by the inspector and the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- Parents shared their views through written feedback, which the inspector took into account.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2020