

# Childminder report

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Inspection date: 22 January 2020

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

## What is it like to attend this early years setting?

### The provision is good

The childminder is kind, friendly and welcoming. He provides a caring and nurturing environment, and children build strong attachments with him. On entry to the setting, he gains information from parents about children's care and learning needs. He works well with his co-childminder, his wife, to plan appropriate activities for children from the outset. Children are happy, content and settled within the childminder's care. The childminder has high expectations for all children. He works effectively in partnerships with parents and regularly shares information about children's development and activities. Parents feel involved in their children's learning and comment very positively about the childminder.

The childminder promotes children's understanding of healthy lifestyles effectively. For example, he helps them grow their own vegetables in the garden. Children learn first-hand about making healthy choices in relation to food. They begin to understand the positive effect food has on the body and how water keeps them hydrated. Children's behaviour is exemplary. This is evident when they show how exceptionally respectful of others they are and how they share resources extremely well. Children respond to the childminder's warm and encouraging manner and learn to manage their own behaviour. For example, children move around safely, confidently make choices in their play and interact very positively with visitors.

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

- The childminder is effective in helping children to gain communication and language skills. He engages them in meaningful conversations to extend their speaking and listening further. For example, he introduces new vocabulary, such as 'squishy' and 'squashy', during children's play.
- The childminder provides a variety of interesting learning experiences. For example, younger children develop their skills through sensory play as they use scented play dough, while older children squeeze the dough in time to music.
- Children demonstrate a good understanding of effective hygiene routines and know to wash their hands before eating food or after using the toilet.
- The childminder understands his responsibilities to complete the required progress check for two-year-old children. Children make good progress in their learning.
- The childminder seeks the views of parents, children and his co-childminder when evaluating his setting. However, he has not considered how to extend his teaching skills and improve children's learning through professional development.
- The childminder supports children in their early literacy skills effectively. For instance, children choose books from similar ones they would have at school and take them home to share with their parents. The childminder successfully

supports children to develop a love of reading.

- The childminder has high expectations for the children and plans a wide range of activities that interest and motivate them. He provides a good range of easily accessible resources to support children's learning across all areas of the curriculum. Children show good levels of concentration when they carry out tasks. However, sometimes, the childminder does not give children time to experiment with their own ideas and solve problems themselves before giving them a solution.
- The childminder supports the children's well-being effectively. He cuddles them and gives them specific praise to build on their developing self-esteem and acknowledges their good behaviour. Children show their engagement when they sit and talk with the childminder about what they are doing.
- Children are cared for in a safe and secure environment. The childminder is vigilant and carefully assesses risks to keep children safe in his home and when outdoors. Children are confident and assertive. They lead their own play and demonstrate a positive attitude towards their learning.
- The childminder supports children's imagination skills well. This is evident when children play with the role-play equipment and discuss who does the ironing at home. The childminder challenges children's stereotypical views and explains how both mummies and daddies can do the ironing.
- Since the last inspection, the childminder has increased opportunities for children to experiment with movement to develop their large physical skills. This is evident when children are playing in the garden, making dens, negotiating an obstacle course or playing in the mud kitchen.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps his safeguarding knowledge updated regularly. He can confidently identify the signs and symptoms that may indicate that a child is at risk of harm and is aware of wider safeguarding issues, such as radicalisation and extremism. He knows what to do, and who to contact, if he has a concern about a child's welfare or safety. He ensures children are continuously supervised while in his care and completes daily checks on his home to identify and eliminate any potential risks.

## What does the setting need to do to improve?

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

- develop ways to build on and strengthen professional development opportunities to enhance knowledge and practice even further
- allow children more time to experiment with their own ideas and solve problems themselves before giving them a solution.

## Setting details

<b>Unique reference number</b>	EY442135
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10136728
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	14 January 2016

## Information about this early years setting

The childminder registered in 2012. He lives in Walton-on-Thames, Surrey. The childminder offers care Monday to Friday, 7.30am to 6pm, all year round, except for family holidays and bank holidays. The childminder receives funding to provide free early education for children aged three and four years. The childminder works in partnership with his wife, who is also a registered childminder.

## Information about this inspection

**Inspector**  
Susan Allen

### Inspection activities

- The inspector toured the premises and observed the impact of teaching on children's enjoyment and development.
- The inspector sampled documentation, including planning, children's development records and policies and procedures.
- The inspector viewed the play spaces and observed interactions between the childminder and children.
- The inspector talked to children at appropriate times during the inspection.

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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