

Childminder report

Inspection date: 21 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy and confident learners. They are keen to try new challenges independently. For instance, they persevere at trying to shake balls out of a ball pit and then count the balls back in. Children demonstrate good resilience and are pleased with themselves when they succeed. Children's behaviour is good, and they have a positive attitude to learning. They enjoy playing alongside one another, with the childminder effectively developing their understanding of sharing and turn-taking.

The childminder knows children well and plans activities to build specific skills. The children show determination and concentration as they try cutting up tomatoes. They keep trying and learn they must hold the tomato still, while moving the knife. Children enjoy exploring what they can do with different resources and the childminder gets involved in their play. However, occasionally, she does not leave them enough time to experiment for themselves before talking to them and directing their learning.

Children enjoy the homely environment the childminder creates. The childminder listens carefully and engages children in conversations about their interests and past experiences. Children respond excitedly about trips to the library and park. She talks to children in their home language while developing their understanding of English. This enables children to communicate effectively with their peers.

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

- Children develop strong relationships with the childminder and are happy in her care. The childminder is caring and sensitive, and responds attentively to their individual needs. She provides children with nurturing affection and supports their emotional well-being very well.
- Children's mathematical skills are well supported. For example, they enjoy counting the fruit they can see in the Hungry Caterpillar book. They play games with the childminder where they learn to sort and match different colours and shapes. This helps children to develop their understanding of size, shape and numbers.
- The childminder joins in children's play and explorations. She talks to them about what they are doing and praises their efforts. Children are interested when she talks and watch her carefully. The childminder is keen and enthusiastic about sharing new ideas with children.
- The childminder celebrates children's uniqueness. She promotes children's language and communication skills effectively, including those of children who speak English as an additional language. She introduces new vocabulary, including descriptive words, and repeats phrases to support understanding. The

childminder shares books, regularly visits the library and sings with the children to increase their language skills.

- Children enjoy following routines and wash their hands with increasing independence before and after meals. This helps to promote self-care routines well. Children are provided with a range of healthy meals and are encouraged to feed themselves.
- The childminder establishes strong links with parents, schools and other professionals and these help ensure consistency in meeting children's needs. For instance, she supports children and parents as they undertake toilet training and become more independent in their personal hygiene. She supports children to develop the key skills that they need to be ready for school and future learning.
- Children benefit from the activities the childminder plans to support their learning across all areas of the curriculum. The childminder uses observations to identify children's interests and check how well they are doing. However, at times the children are not supported to link prior knowledge to new concepts and skills. For instance, the childminder directed the children on how to make a caterpillar, telling them how to use the glue, rather than linking this to previous craft activities.
- The childminder is proactive in keeping her knowledge and skills updated. She completes online training and strives to find out about changes in the early years. She shares ideas and good practice with other childminders and tries new activities to sustain challenge and enjoyment for the children.
- The childminder is calm and sets clear boundaries for children. She uses praise effectively to encourage children to build on their existing skills and achievements. For instance, they learn from the start to share, take turns and to say 'thank you'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of her responsibility to keep children safe. She regularly risk assesses her environment and minimises any potential hazards. She teaches children about being safe in her home and on outings. The childminder keeps her safeguarding knowledge up to date by attending regular training. She is aware of what signs and symptoms might indicate a child is at risk of harm. The childminder knows the correct procedures to follow and who to contact should she have any concerns about child's well-being. She understands the procedures to follow should an allegation be made against her or a member of her household.

What does the setting need to do to improve?

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

- allow children the opportunity to explore resources and activities before stepping in to direct their learning
- support children to link prior knowledge when learning new concepts and skills.

Setting details

Unique reference number	EY550839
Local authority	Surrey
Inspection number	10133879
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 4
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 lives in Guildford, Surrey. She registered with Ofsted in November 2017. The childminder provides care for children Monday to Thursday, from 7.30am until 6pm, throughout the year. The childminder receives funding for the provision of free early years education for children aged two-, three- and four years.

Information about this inspection

Inspector

Amanda Harrison

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at a range of documentation, including evidence of the suitability of persons living in the home. She also discussed the childminder's safeguarding procedure.
- A learning walk and joint evaluation of an activity were completed with the childminder.
- The inspector spoke to the children about what they like doing at the childminder's house and if they enjoy their time with her.
- The inspector observed daily routines and viewed the areas of the house and garden the childminder uses.

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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