

Childminder report

Inspection date: 28 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming and friendly environment where children feel safe and secure. Children develop strong attachments with the childminder. She provides comfort, reassurance and cuddles, especially when children require extra support. The childminder is a good role model and treats children with respect. She gives children continuous encouragement and praise for their achievements. The childminder encourages children to be kind and share, and focuses her attention on them having fun, being friends and learning well. She delivers her expectations for behaviour in a clear and age-appropriate manner.

The childminder has a high expectation of children's abilities. Children are independent and lead their own play from a well-organised range of resources and equipment. They show good levels of concentration and engagement in activities. Children seek out ways they can help with everyday tasks. For instance, they enjoy setting the table for lunch and help at tidy-up time, which is made into an enjoyable game, before children move on to another activity.

Children are confident to communicate their thoughts and ideas. They enjoy a wide range of stories and singing activities. For example, toddlers enjoy choosing their favourite stories. The childminder supports children to develop good communication skills. For instance, she consistently asks a variety of questions and gives them time to think and respond. Children flourish in their communication and language development.

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

- The environment is welcoming. Children can find the resources they want, and they know where their personal belongings are. The childminder knows children well and shares information regularly with parents about the activities they take part in. However, she does not use her knowledge about children to identify sharply focused next steps for their learning. Consequently, the information that is shared with parents to encourage them to build on children's learning at home is not completely clear.
- The childminder has completed all her mandatory training. However, she has not established a programme of professional development to increase her knowledge further and raise the quality of teaching to an even higher level.
- Children are very independent in the childminder's home and take great delight in helping to prepare their lunch. For instance, they thoroughly enjoy participating with cooking activities and show concentration as they remember what ingredients come next and techniques such as breaking eggs. Older children learn how they can use knives safely to butter bread.
- Children behave well. The childminder has clear expectations which she

consistently reinforces. She uses a range of strategies to help children to follow her rules. For example, the childminder reminds children to tidy up before they get more toys out.

- The childminder promotes children's health and well-being effectively. Children are encouraged to develop good hygiene routines. This is illustrated as children wash their hands before eating and after playing outdoors. Children have regular opportunities to be active. They thoroughly enjoy climbing and running around in the well-resourced garden.
- Children learn how to treat and respect the childminder's pets, including the family dog. They happily play in the garden, while the dog sits beside them. Children develop their physical skills, for example as they throw balls at a target, and dance around energetically indoors to familiar action songs.
- The childminder has a good knowledge of how children learn and develop. She uses this to plan a variety of enriching experiences across all seven areas of learning, to help children to make good progress. The curriculum is interesting and motivates children to learn. For instance, children enjoy learning about the parts of their body when dressing up and trying on glasses. They giggle in delight as they look at their reflection in a mirror.
- Children engage in activities that help them to explore the similarities and differences between themselves and others. For example, they meet people with various backgrounds while visiting the local church. The childminder celebrates festivals from around the world to develop children's knowledge about different cultures and diversity.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs and symptoms that may indicate abuse to children. She knows who to contact should she have any concerns about a child's welfare. The childminder talks confidently about her policies and procedures and how these help to keep children safe. The childminder's home is clean and well maintained and she takes effective action to ensure any hazards to children are minimised.

What does the setting need to do to improve?

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

- identify sharply focused next steps for children's learning and explain these more clearly to parents so that they can further support their children's learning at home
- embed a programme of continued professional development to increase existing knowledge and raise the quality of teaching to an even higher level.

Setting details

Unique reference number	EY452738
Local authority	Surrey
Inspection number	10132630
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	22 April 2016

Information about this early years setting

The childminder registered in 2013 and lives in Camberley, Surrey. She operates from Monday to Friday all year round.

Information about this inspection

Inspector

Sarah Richards

Inspection activities

- Discussions were held between the inspector and the childminder at appropriate times during the inspection.
- The inspector viewed relevant documentation, including evidence of the suitability of all adults living on the premises.
- The inspector had a tour of the areas of the home available to children and completed a learning walk with the childminder to discuss the organisation of the provision.
- A joint observation was carried out by the inspector and the childminder.
- The inspector spoke to the children and read written feedback from parents.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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