

Childminder report

Inspection date: 24 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

Children feel safe and secure and are very happy within the homely setting. The childminder has developed a curriculum based on the children's interests. Children make good progress in relation to their starting points. The childminder completes observations of children's play, which she assesses against expected developmental goals. This helps to ensure there are no gaps emerging and planning focuses on what children need to learn next.

Children listen to the childminder and follow simple instructions. For instance, they help to tidy up when they have finished playing with toys. Children behave well, showing good manners as they talk to the childminder, and complete daily activities. She praises children and celebrates their achievements as they engage in craft projects. Children develop good levels of self-esteem as they play and learn.

Children explore the environment with ease and motivation. The childminder has high expectations of what the children can do. She skilfully uses questions to extend children's thinking. For example, as children add water to flour, the childminder asks the children what they think will happen. This ignites children's curiosity.

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

- The childminder uses information she gathers through observations of children to provide meaningful experiences, to help extend their learning further. The childminder assesses children's progress accurately. She regularly observes children and has a good knowledge of children's interests and next steps. She uses information to successfully move them forward in their learning. For example, she has recently introduced more messy play activities to help young children explore their senses. Children are motivated to learn and are well prepared for their future learning. Children make good progress from their starting points. The childminder knows what children are learning at other settings they attend. However, she does not regularly obtain information to inform her assessments and future planning to support continuity of learning more effectively.
- 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.
- Children develop an interest in technology and how things work. For instance, they learn how to operate programmable toys to support and extend their understanding of technology.
- The childminder encourages children to develop their understanding of

emotions. For instance, she uses books to support children to identify various facial expressions to understand the different emotions. As a result, children develop the ability to recognise and talk about their emotions, therefore enhancing their emotional literacy.

- The childminder ensures children have daily fresh air and exercise. She takes them to the local toddler groups and parks, where they can develop their social skills. However, occasionally, the childminder does not make the most of opportunities to reinforce children's understanding of the importance of following good hygiene procedures, such as washing their hands before lunch.
- The childminder sets a good example and provides clear explanations to support children's understanding of positive behaviour. For example, she talks to children in a calm and constructive manner. Children learn to share resources fairly, take turns and respect the feelings of others. Older children offer a helping hand to the younger ones. For example, they help them to peel stickers to stick on the hats that they make.
- Parents are happy with the care and education that the childminder provides. They report that the childminder is 'very patient, calm and nurturing'. Parents especially comment on the settling-in sessions that the childminder offered and how these helped their children settle.
- The childminder is experienced and reflective. She evaluates her practice and accurately identifies her strengths and knows the areas for improvement. For example, she is currently reorganising some resources. This will enable children even more access to the resources that interest them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder refreshes her knowledge of safeguarding policies and procedures regularly to keep herself up to date with any changes. For example, she completes training and checks the local authority websites for updates. She ensures that her paediatric first-aid training is refreshed. The childminder is clear about her responsibility to keep children safe. She has a good understanding of the signs and symptoms that may indicate a child is at risk of harm, including wider safeguarding concerns such as the 'Prevent' duty. She is confident about her procedures and knows what to do if she has any concerns.

What does the setting need to do to improve?

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

- enhance children's understanding of self-care routines to help them manage their hygiene needs
- strengthen the level of communication with other settings children attend in order to provide a smoother continuity of care and learning.

Setting details

Unique reference number	EY449789
Local authority	Surrey
Inspection number	10132625
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	3
Number of children on roll	11
Date of previous inspection	30 June 2016

Information about this early years setting

The childminder registered in 2012 and lives in Chertsey, Surrey. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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