

# Childminder report

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Inspection date: 29 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>Outstanding</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 uses her knowledge and experience well. She creates a warm and welcoming environment where children thrive. Children are highly engaged in their play and include their friends in games. For example, children are captivated by a novelty mechanised money box and take turns to operate it. Children are independent and curious learners who feel safe, settled and happy in the childminder's home. They become skilled negotiators and learn to respect one another's point of view, as the childminder patiently and fairly addresses unwanted behaviour. The childminder patiently empowers children to do things for themselves. Older children show considerate behaviour and develop a very strong sense of responsibility. For example, they turn the music down when a younger child is sleeping. The childminder has high expectations of children in her care.

Parents provide written feedback to share their views. They comment that their children have 'blossomed under the childminder's care'. Parents are very pleased with the range of activities and experiences their children receive, especially the outings children go on. For example, the childminder takes children to toddler groups, soft-play areas, garden centres, the zoo, the fire station, farms, museums and the local aquarium. This builds on children's social skills and helps them to be extremely confident when talking to others.

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

- The childminder acts as an exemplary role model. She provides guidance and extremely effective strategies to promote children's positive behaviour and well-being. Children are learning how to identify and manage their emotions extremely well. They display high levels of confidence and are very well mannered.
- Respect for others is fully embedded into the childminder's practice. Children learn about different cultures and what it would be like to be a child from another country. For example, older children learn how the Chinese language and writing is different from their own. Children have an opportunity to dress up in traditional Chinese costume, create paper dragons and eat Chinese food. The childminder supports children's understanding of diversity extremely well.
- The childminder builds exceptionally supportive and friendly relationships with parents. She works well with them and shares strategies to help them with some children's challenging behaviour. However, she does not include parents as fully as possible when completing the required progress check for children aged between two and three years.
- Children play extremely well together and learn to take turns and share. Younger children show skill in operating an electronic till and older children use baskets to go 'shopping'. They begin to learn to count. However, although the

childminder offers a good level of challenge for younger children she does not always challenge older children to extend their mathematical skills further.

- The childminder updates her skills and knowledge by attending face-to-face training and completing online courses. This enables her to stay up to date with current developments in childcare and education. She embeds these in her daily practice and shares her expertise with other childminding contacts.
- Children are well supported to develop the skills they need for future learning. For example, young children pour their own water from a ceramic teapot. They are extremely adept at pouring and clean up any spillages quickly. Children learn to be independent exceedingly well.
- The childminder successfully promotes children's good health. At snack time children enjoy blueberries, bananas, carrots and cheese. They cut up their own fruit and wipe their own hands when they have finished, checking in the mirror that their faces are clean. Children learn excellent hygiene practices.
- Children are prepared well for school. For instance, when the childminder reads a story, children turn the pages and chatter about animals they identify in the book. They chuckle as they make the noises of the animals. Children begin to develop good communication and language skills as the childminder reinforces the correct pronunciation of words. These experiences help children form a love for books and develop good early literacy skills.
- The childminder assesses children's development effectively. She carefully monitors their progress through frequent observations. She identifies any gaps in children's development and makes plans to help them to achieve the next steps in their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder's safeguarding knowledge is robust. She demonstrates a thorough understanding of the possible signs and symptoms of abuse and how to protect children should their welfare be at risk. She is confident about protecting children from wider safeguarding issues, such as extremism. She regularly updates her training, which underpins her knowledge well. She arranges safeguarding training for colleagues to keep them up to date with any changes in legislation or practice. Her home is extremely safe and secure and she checks areas each day to remove any risks to children's safety.

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

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

- work together with parents to fully support a shared approach when completing the progress check for children aged between two and three years
- provide older children with more challenge in their mathematical development.

## Setting details

<b>Unique reference number</b>	507619
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10136328
<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>	2 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	3 March 2016

## Information about this early years setting

The childminder registered in 1992. She lives in Walton-on-Thames, Surrey. The childminder operates from 8am to 6pm, Monday to Friday, for most of the year. She holds a relevant early years qualification at level 3. The childminder receives funding to provide free early years education for children aged three and four years.

## Information about this inspection

### Inspector

Susan Allen

### Inspection activities

- The inspector observed the interactions between the childminder and children.
- The inspector held discussions with the childminder to understand how the curriculum and childcare service are organised.
- Children spoke to the inspector about the activities they were taking part in.
- Written views of parents were taken into consideration.
- The inspector looked at relevant documentation and held discussions with the childminder to assess how she safeguards children.

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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