

Childminder report

Inspection date: 4 February 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children are well cared for in this inviting home-from-home setting. Parents comment that the childminder has a 'lovely manner' and that she is 'kind, calm and patient' with the children in her care. The childminder is vigilant and carefully assesses risks, to keep children safe in her home and when outdoors. Children develop secure and caring relationships with the childminder, which helps them to feel happy and settled. The childminder is a good role model and children behave well and know what is expected of them. The childminder is sensitive to children's individual needs and recognises quickly when young children need to eat, sleep or play.

The childminder has high expectations for the children and plans a range of activities that interest and motivate them to learn. For example, children have fun exploring a play dough mixture. They make circles with their fingers and are delighted with the tracks that toy cars make. Children learn to count and they begin to talk about weights and measures. They learn to recognise colours as they sort socks and look at the different patterns. This helps to support children's growing mathematical development. Older children enjoy mixing water, rice, flour and water. They learn about science as the consistency of the mixture changes from dry to wet and sticky.

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

- The childminder encourages children to lead healthy lifestyles. Children follow good hygiene routines, such as washing their hands before eating. They know how to blow their noses and put the tissue in the bin afterwards. Children learn how to clean their teeth and know that too much sugar is harmful.
- The childminder regularly reflects on her practice, taking into account the views of parents and the interests of the children. She attends mandatory training and keeps up to date with new legislation and practice.
- The childminder teaches children to be respectful of others. She teaches them simple rules, to share and to be aware of each other's differences. The childminder teaches children about festivals such as Chinese New Year, Easter and Diwali. Children learn about different countries through books, role play and food tasting.
- The childminder supports babies' emerging verbal communication as she copies their sounds and names their actions. The childminder supports older children's speech as she extends their vocabulary. For example, children learn a surfboard is like a skateboard on the water. Children develop a positive attitude to learning.
- The childminder supports children to learn key skills that will support them in their future learning. For example, older children put on their shoes and coats

and babies are supported to feed themselves.

- Children generally play well together. The childminder teaches younger children the importance of taking turns and sharing resources. She frequently praises children and encourages them to reflect on minor disagreements. This helps older children learn how to play cooperatively.
- Children have a room specially organised for their needs. Here, they can draw, be creative and learn about numbers and letters. There is a range of age-appropriate storybooks that children may look at whenever they choose. However, the childminder has not yet fully developed and organised the play space to further support children's learning. For instance, children do not always know how to choose from the vast array of toys and resources that are available.
- Partnerships with parents are effective. For example, the childminder talks to them about toilet training strategies and provides support and guidance. This shared approach helps children make good progress in their care and learning.
- Since her last inspection, the childminder has strengthened the monitoring processes to gain a sharper understanding of children's development in all areas, to help them make greater progress. The childminder knows the children and their family backgrounds well. She can confidently talk about their abilities, likes and dislikes, and identifies their next steps in learning accurately.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can recognise the signs and symptoms that may indicate a child is at risk of harm. She is fully aware of her role and responsibilities to safeguard children. The childminder has a good understanding of wider safeguarding concerns, such as radical and extreme views and behaviours. She has policies and procedures in place and knows who to contact if she has concerns about a child's safety and welfare. The childminder places great importance on keeping her knowledge up to date and completes regular safeguarding training. The childminder maintains a safe and secure environment for children to play and learn in. She conducts regular risk assessments and minimises any hazards.

What does the setting need to do to improve?

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

- consider how to organise the resources and play space more effectively to help children to make choices in their play and further support their independence.

Setting details

Unique reference number	EY241339
Local authority	Surrey
Inspection number	10136359
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	6
Number of children on roll	11
Date of previous inspection	6 May 2016

Information about this early years setting

The childminder registered in 2003. She lives in Guildford, Surrey. She operates Monday to Friday, from 7.30am to 6pm, for most of the year. The childminder holds a relevant childcare qualification at level 3. The childminder receives funding to provide free early years education for children aged three years.

Information about this inspection

Inspector
Susan Allen

Inspection activities

- The inspector looked at a sample of the childminder's documentation, including policies and procedures, and training certificates.
- The childminder and the inspector carried out a joint observation together.
- The inspector talked to children at appropriate times during the inspection.
- The inspector held a discussion with the childminder to understand how the early years provision and curriculum are organised.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020