

Childminder report

Inspection date: 20 January 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

The childminder is kind and caring and provides a nurturing and relaxed environment for the children. Children build very beneficial relationships with him and his wife, who works as his co-childminder. Children benefit from a flexible settling-in procedure and have a good sense of belonging. They are eager to seek out the childminder to play their favourite games and share their achievements. Children's confidence grows alongside the responsive, gentle guidance and praise the childminder and his co-childminder offer. The childminder is a good role model and helps children to develop high levels of self-esteem. He teaches children to learn to respect one another and to care for other living things. This is evident when children brush and stroke pets gently. Children behave well and the childminder encourages them to persevere and develop a can-do attitude.

The childminder works well with his co-childminder to build on what children already know and can do. He gives children the opportunity to build on their understanding of the world through a variety of different experiences. Children have lots of opportunities to practise their physical and social skills, including through visits to the woods, soft-play centres, parks, the local art gallery, shops, the library and the seaside. Children are highly motivated and keen to learn in the well-resourced setting.

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

- Children quickly learn simple good practices that help keep them healthy and safe. For example, they know they need to wash their hands before food and after going to the toilet. The childminder teaches children about personal risk and safety well. This is evident when a child tidies up toys on the floor to prevent breakages or a trip hazard.
- The childminder promotes healthy eating well. For example, he offers nutritious, home-cooked meals using fresh and healthy ingredients. Parents comment that they are particularly impressed with the quality of the food on offer.
- Children learn to share and take turns, and they are beginning to recognise their own feelings. They learn about different festivals. However, the childminder sometimes misses opportunities for children to learn about, value and develop an understanding of their own and other cultures to strengthen their understanding of diversity.
- The childminder shares information with his co-childminder regularly and effectively. They work well together to plan for each child. The childminder reflects on his practice. He seeks the views of parents and children and works well with his co-childminder to help identify areas to improve.
- The childminder forms good partnerships with parents. He shares regular feedback on their children's development and suggests activities for parents to

further support children's learning at home. This helps to provide consistency in children's care, learning and development. For example, the childminder shares books to help children to continue to develop their early reading skills at home.

- Although the childminder has begun to establish good partnerships with professionals at other early years settings that the children attend, he has not fully developed a shared approach to children's care, learning and development.
- The childminder encourages the development of young children's communication and language skills effectively. For example, children make words with magnetic letters to help with their early literacy skills.
- The childminder develops good relationships with children and supports their imaginative skills well. Children enjoy joining in with action songs and games. They laugh and giggle as the childminder acts out the songs, such as pretending to waddle like a penguin.
- The childminder supports children's understanding of early mathematical concepts well. For instance, children use new language such as 'more' and 'less', 'big' and 'little'. They count regularly in their play. All children are learning skills that help them progress and prepare towards their future learning and moving on to school.
- Since the last inspection, the childminder has extended and enhanced the opportunities for those children who learn best outdoors to explore and challenge themselves in their learning. For example, children play in the mud kitchen, make dens, and explore the water tray and learn about the different properties of ice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands his responsibilities to keep children safe. He reviews his policies and procedures regularly to help keep up to date with any changes. He ensures that his paediatric first-aid training is current. The childminder has a secure knowledge of the signs and symptoms that a child may be at risk of harm and has a good knowledge of wider safeguarding issues. He knows what to do and who to contact if he has a concern about a child's welfare. The childminder checks the premises to minimise potential risks to help keep children safe.

What does the setting need to do to improve?

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

- strengthen relationships with other settings that children attend to support a joint approach to their learning and development
- increase opportunities for children to learn about, value, and develop an understanding of their own and other cultures to strengthen their understanding of diversity.

Setting details

Unique reference number	EY278575
Local authority	Surrey
Inspection number	10136405
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	6 April 2016

Information about this early years setting

The childminder registered in 2004. He lives in Godalming, Surrey. He works in partnership with his co-childminder wife. The childminder operates all week from 7am to 7pm, including weekends and occasional overnight care. The service is provided all year round. 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 had a tour of the premises and observed the impact of teaching on children's enjoyment and development.
- The inspector observed the childminder interacting with the children.
- The inspection spoke with the childminder at convenient times during the inspection.
- The inspector sampled documentation, including planning, children's development records, policies and procedures.

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