

Childminder report

Inspection date: 13 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder is very mindful to consider children's interests, particularly as she is currently caring for very young children. The childminder encourages young children to independently explore their environment and choose their play from easily accessible toys and resources. The childminder has a very good understanding of children's individual needs and routines gained through effective settling-in arrangements and essential communication with parents. She quickly identifies when babies are tired or hungry, and is readily available for warm and caring cuddles. Babies show they feel safe and secure in her care.

The childminder places a strong focus on the ways in which children listen and build on their language skills. For example, at inspection she engaged children very well for a singing activity. Excited children showed confidence and eagerness to join in with popular verses. They confidently copied the childminder as she demonstrated the actions to their favourite songs. The activity provided a clear indication of how children are developing a positive attitude to learning and a growing attention span. For instance, as the childminder asked if the children wanted to sing more, they responded with passion, saying 'yes'. The caring childminder is proactive in the ways she expands on activities. This was demonstrated as the childminder spoke in a sensitive way to children after they had sung 'Five Little Ducks'. She helped them to understand feelings, for example that mummy duck must have felt sad when all the ducks 'swam away'. Excited children show their comprehension of this by acting excitedly when the ducks 'came swimming back'.

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

- The childminder implements the early years foundation stage curriculum effectively. She has a good understanding of her role and responsibilities. Partnerships with parents are positive. A daily diary is shared between home and the setting so vital information can be relayed and parents have a good understanding of what children are doing during the day. Parents comment that their children love attending and that they enjoy many interesting experiences.
- The childminder is very keen to support children's health and well-being, while at the same time helping them to learn more about the wider world. She provides a broad range of outings so that children can benefit from fresh air and physical exercise, as well as learning about nature and animals. She confidently identifies the benefits of these experiences. For instance, children are gaining confidence and independence.
- The childminder has high expectations for all children. She plans effectively across all areas of learning so that children can build on what they know and can already do. However, the systems used to monitor and assess the quality of

children's achievements are not always consistent and robust enough to securely identify any gaps in children's development. Nevertheless, children are making good progress and are developing the skills they need for their future learning.

- Children show concentration and resilience to achieve from an early age. This is demonstrated as young children enjoy completing jigsaw puzzles. They follow the childminder's instructions, for example to 'turn it around' to fit the pieces. Young children are attentive during story time and show interest in books. They are eager to hold the books, turn the pages and point to what they see in the pictures. The enthusiastic childminder engages children further with discussions to enhance their emerging language skills.
- The childminder provides children with a broad range of learning opportunities. Children practise their hand-eye coordination skills as they thread dried pasta onto ribbon to make a necklace. The inventive childminder encourages children's imaginations, explaining this could represent a 'snake' or a 'wriggly worm'. The childminder helps children to use a range of mark-making resources. For example, babies investigate the ways to hold and make marks on paper with chunky crayons, while toddlers explore with pens and paint. Their emerging language develops further as they communicate their needs, for instance, saying 'pull' when they want the childminder to take the lids off the pens.
- Children have secure bonds with the childminder. They understand her expectations and behave incredibly well. They are happy in the childminder's care. Young children show respect to each other. For example, they are aware of babies' needs and help them when needed during play. Babies and young children explore together with a discovery basket. They play cooperatively and are curious about the different items, textures and usefulness of these objects. Young children demonstrate wonderment in the range of everyday objects that enhance their curiosity and eagerness to know more.
- Children are developing confidence in their physical development. Babies are offered space to crawl and explore, and venture into toy boxes that excite and engage them. Young children gain independence as they practise using the stairs. The childminder promotes their awareness of safety very well as she reminds children of the importance of holding the banister. She extends their learning by counting the steps to enhance children's awareness of numbers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder adheres to her robust policies, procedures and risk assessments to promote effectively children's health, safety and well-being. She demonstrates a good overall understanding of all aspects of safeguarding matters and legislation. This includes her knowledge of possible indicators of abuse and the procedures to follow. The childminder understands her obligations in regard to the 'Prevent' duty guidance. She is aware of the importance of updating her training, skills and knowledge on a regular basis to ensure these are up to date.

What does the setting need to do to improve?

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

- enhance systems for monitoring children's achievements to be even more consistent in planning for their next stages of learning.

Setting details

Unique reference number	120689
Local authority	Surrey
Inspection number	10136225
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	6 July 2015

Information about this early years setting

The childminder registered in 1992. She lives in West Clandon, Guildford, Surrey. The childminder offers care all day from Monday to Thursday, for most of the year.

Information about this inspection

Inspector

Aileen Finan

Inspection activities

- The inspector observed the childminder interacting with children.
- Relevant documentation was sampled during the inspection to ascertain how the childminder meets the requirements of the early years foundation stage.
- The inspector spoke with children. She read feedback from parents.
- The inspector discussed with the childminder how she plans for children's learning and how she reviews the quality of their learning.
- Discussions took place about how the childminder has updated her safeguarding knowledge.

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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