

# Childminder report

---

Inspection date: 19 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</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 and her assistant provide a warm, welcoming and homely environment. Children have formed strong bonds with them. Younger children receive warm cuddles and reassurance to help them feel settled. Older children enjoy playing with toys that they are familiar with, helping to provide them with a sense of security. Effective settling-in processes are in place. As a result, children feel safe and secure. The childminder and her assistant know the children very well. They recognise what children can already do and identify their next steps in learning accurately. The childminder and her assistant have high expectations of the children and their learning. As a result, children make good progress in their development.

Children freely access resources and make their own choices. As a result, they become confident. They examine and handle natural materials such as shells, pine cones and conkers with interest. Young children babble excitedly during play and have 'conversations' with the childminder. Children have plenty of opportunities to develop their hand-to-eye coordination as they work out how to roll balls and wheel vehicles down guttering pipes in the garden.

Children joyfully make music and sing songs with the assistant. She provides enthusiastic encouragement, and children laugh as they clap, dance and jump in time to the music. Children make good progress in their physical and language development.

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

- The childminder uses her accurate assessments of children's development to identify appropriate areas to focus on. She plans activities based on children's interests to help them reach their next steps in learning. As a result, all children, including those with special educational needs and/or disabilities, make good progress.
- The childminder regularly updates her knowledge of how children learn through relevant training that meets the needs of the children in her care. However, there are gaps in her assistant's knowledge, and the childminder now needs to improve the training arrangements for her assistant so she can further improve her good teaching practice.
- Children are encouraged to be curious and explore resources. For instance, they shriek with delight as they explore sensory tiles filled with exciting mixtures such as paint, yogurt, blueberries and baked beans.
- The childminder supports children's speech and language skills effectively. For example, she responds to young children's gestures and babbles with interest. The childminder provides a running commentary on children's actions. This

supports children's language development and encourages them to be part of conversations.

- The childminder extends children's knowledge of the world around them by providing opportunities for children to grow fruit and vegetables and experience Chinese New Year celebrations.
- The childminder engages parents in their children's learning and regularly discusses children's progress. However, she has not fully developed ways to collect incisive feedback from parents to help her to evaluate the overall effectiveness of the setting. As a result, she does not identify all further areas for improvement.
- Children have access to a large range of high-quality toys and resources that support their learning and development successfully. For instance, children extend their fine motor skills and creativity further through exciting finger painting activities and pegging dolls' clothes on washing lines.
- The childminder is highly sensitive to children's emotional needs, and children show good levels of self-esteem and well-being. For instance, she greets children with a soothing voice and cuddles after they wake from a nap, helping them feel secure.
- Children are encouraged to manage their own personal care routines, such as putting their own coats and shoes on and washing their hands. This supports children to be ready for their next stage in learning.
- The childminder and her assistant help young children to develop their social and emotional skills, such as turn taking. For example, children roll a ball back and forth and take turns to choose puppets for nursery rhymes.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her and her assistant's knowledge of child protection up to date through regular training. She now needs to further extend her assistant's knowledge of the wider issues relating to safeguarding. The childminder and her assistant know the signs and symptoms that may indicate a child is at risk of harm and keep information to hand to support their safeguarding practice. For example, the childminder ensures that she maintains current details of the agencies she can contact if she needs to seek advice or report concerns about the welfare of a child or the behaviour of an adult. She has robust safeguarding policies and procedures to protect the children in her care from harm.

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

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

- develop more incisive ways to collect the views of parents to inform and enhance the self-evaluation process

- improve the arrangements for supervision and training of the assistant to further extend her knowledge and understanding of good practice.

## Setting details

<b>Unique reference number</b>	160378
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10136305
<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>	1 to 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	18 April 2016

## Information about this early years setting

The childminder registered in 1989. She lives in Chertsey, Surrey. The childminder provides care from 7am to 6pm, Monday to Thursday, all year round except for bank holidays and family holidays. She receives funding for the provision of free early education for children aged two, three and four years. The childminder holds an appropriate qualification at level 3. She works with an assistant who has a relevant level 3 childcare qualification.

## Information about this inspection

### Inspector

Bev Boyd

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The childminder showed the inspector the areas used for childcare and demonstrated how the early years provision and curriculum are organised.
- The inspector held a number of discussions with the childminder and her assistant. She looked at relevant documentation and reviewed evidence of the suitability of all persons living on the premises.
- The childminder completed a joint evaluation of an activity with the inspector.
- The inspector spoke to children at appropriate times during the inspection. She took account of the views of parents through written feedback and discussions.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020