

Childminder report

Inspection date: 19 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder creates a warm and caring environment. Children settle quickly and display close and trusting bonds with the childminder and her assistant. Children are kind and patient. Older children show a good level of empathy and understanding when playing and sharing with babies and younger children. The childminder and her assistant are good role models who provide children with explanations to help them to understand boundaries and expectations. Children are encouraged to use impeccable manners and to build an early awareness of looking after themselves. For instance, they enjoy singing a song as they wash their hands for snack and meal times. This helps to add an element of joy into daily routines. The childminder and her assistant help children to learn about making healthy choices in their diet. Children take part in planned activities to explore different foods groups and to start to recognise a wide range of fruits and vegetables. Children are confident and excited learners. They enjoy their discussions with the childminder and her assistant. Babies are encouraged to build on their early communication skills as they hear simple sounds and words. Older children are given time to think and respond to questions asked of them. This helps children to express their own thoughts and suggestions and use their increasing range of vocabulary.

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

- The childminder understands the importance of evaluating her provision. She gathers the thoughts and views of parents, children and her assistant to help inform areas for improvement and change.
- Children are learning about the world around them and of their immediate community. For example, they go on daily outings to toddler and singing groups and this helps them to build further on their social skills and playing with others. Children are imaginative and are starting to be curious about people who help us. For instance, children enjoy dressing up in the doctors' coats and using the resources provided to pretend to take the temperature of the assistant with the thermometer. This helps children to use their developing recall and memory skills of their own experiences.
- The childminder regularly observes the children to ensure they are making good progress. She is swift to identify potential gaps to help children to have additional help if required. Although the childminder and her assistant plan for new experiences and activities, they do not plan as effectively for babies and much younger children, to help them to build on all areas of their learning.
- Although the childminder and her assistant's skills and knowledge are good, professional development opportunities have not been fully considered, to extend teaching skills and improve children's learning.
- Children are starting to use early mathematics in their own play and learning.

For example, they use the patterns displayed on jigsaws to problem-solve as they rotate them until they fit. The childminder and her assistant help children to count as they build towers with coloured blocks and this helps them to investigate with different shapes and sizes.

- The childminder has worked well towards completing the recommendations from her last inspection. Children enjoy activities to mark make that helps them to build on their early literacy skills. For example, children use pens and chalk to trace around lines on paper and expertly use scissors to cut out their chosen pictures. This helps children to build on their fine motor skills and coordination.
- Children are independent and are supported well to build on their own interests. The organisation of toys, books and resources helps children to easily access these to make their own informed choices in their play. Babies enjoy shaking the sensory bottles to listen to different sounds and older children excitedly make up a game together in the created shop area.
- Partnerships with parents are good. The childminder regularly shares assessments of their child's progress and they help to plan for the next steps in their learning. The childminder recognises the importance of working closely with other settings that children attend to share information. This helps children to have a joined-up approach towards their future learning and eventual move on to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident about how she would protect the children in her care. She is able to identify the signs and symptoms of abuse and the procedures she would use to report any concerns. The childminder ensures that her assistant has secure knowledge in all areas of child protection. This helps to protect the welfare of children. The childminder uses robust recruitment procedures to ensure the suitability of all those who work at her setting. The childminder uses good risk assessments when on outings to provide safe environments and minimise harm towards children.

What does the setting need to do to improve?

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

- plan more effectively for the play experiences of babies and much younger children, to support and build on all areas of their learning
- engage in more specific, targeted professional development to enhance the overall quality of teaching and practice to a higher level.

Setting details

Unique reference number	EY473159
Local authority	Surrey
Inspection number	10075653
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	11
Number of children on roll	14
Date of previous inspection	12 July 2016

Information about this early years setting

The childminder registered in 2014 and lives in Badshot Lea, near Farnham, Surrey. She provides care all year round, Monday to Thursday from 7.30am to 5.30pm. The childminder works with an assistant who holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- The inspector conducted a learning walk with the childminder around the areas of the home used for the childminding provision. The inspector took into account the written comments from parents.
- A range of documentation was sampled, including suitability checks, recruitment records and qualification certificates.
- The inspector observed the interaction of the childminder, her assistant and the children and the impact the teaching has on their learning.
- The inspector spoke with the childminder, her assistant and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The childminder and the inspector spoke about her professional development and how she plans for that of her assistant.

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