

Childminder report

Inspection date: 24 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 offers a welcoming and homely environment, where children feel happy, safe and secure. Effective settling-in procedures are in place and children quickly form strong attachments with the childminder and each other. The childminder is caring and attentive. She recognises when children may be hungry, tired or in need of a cuddle, and responds quickly to their individual needs. This supports children's good health and helps them to feel emotionally secure. The childminder is a positive role model and children behave well. She has high expectations for the children in her care. For example, when they need a tissue, the childminder reminds them that they must put the tissue in the bin after use and wash their hands so they do not spread germs. There are clear rules, boundaries and routines in place, and children respond promptly to instruction. For instance, when asked, they tidy up their toys before moving on to the next activity.

Children are learning to be kind and caring. For example, a child gets a toy for another child who is upset. Children play together well. They show great interest in books and giggle with delight as they interact with each other. Children have plenty of opportunities for sensory learning. For example, they explore textures such as flour mixed with eggs, and know that toys make sounds when buttons are pushed.

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

- The childminder provides children with nutritious home-cooked meals and healthy snacks. Children begin to make healthy choices when selecting what foods to eat. For example, they choose satsumas, grapes and apple for their snack.
- The childminder keeps parents informed about their children's achievements and progress. She holds daily discussions and regularly shares her observations with them. She supports parents to continue their children's learning at home. For example, she shares books and action songs such as 'Heads, Shoulders, Knees and Toes'. This helps parents to be fully involved in their children's development.
- The childminder regularly evaluates her practice. She seeks the views of parents and children in order to identify areas for improvement. Parents comment that they are happy with the service the childminder provides and how they have been impressed with their children's development.
- Children have good opportunities to develop their mathematical skills. The childminder creates activities to help children learn to count and to recognise shapes and numbers. Children are beginning to develop an understanding of mathematical concepts and use appropriate language such as 'small' and 'big' in their play. Children learn to develop their problem-solving skills effectively.
- The childminder supports children to use their imaginations well. For instance, they use the role-play equipment and change dolls' nappies. Children show high

levels of concentration and perseverance while attempting to fit a variety of shapes into a shape sorter. They are motivated and excited to learn. However, due to a recent house move, the childminder has not yet organised the play area to fully support children in choosing resources independently in their play.

- The childminder supports children's speech and language development effectively. She engages children in conversation and reads to them to extend and build on their communication skills. She speaks clearly and repeats back words and phrases in the story. Children enjoy a book with flaps; they carefully turn the pages and are curious to see what is behind each page. The childminder uses words such as 'spiky' and 'bitter'. She explains that a group of birds is called a 'flock'. Children learn new vocabulary well.
- Children attend a range of local groups, such as at soft-play and garden centres, and other childminding groups. They participate in a variety of different activities and learn about diversity. They learn how to be respectful of others and begin to understand about cultural differences. The childminder provides opportunities for children to interact with others and develop their social skills.
- The childminder knows the children in her care well and can accurately talk about their capabilities. She plans a wide range of age-appropriate activities to support and prepare them for their next stage in learning. However, she does not consistently provide a range of outdoor resources and opportunities to challenge and support those children who enjoy learning best outside.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs and symptoms of when a child may be at risk of harm, including wider safeguarding issues. She regularly attends safeguarding training to keep her knowledge up to date and knows who to contact should she have any concerns. Daily risk assessments are carried out before the children arrive at the provision and the premises are kept clean and tidy. The childminder supports children to develop a good understanding of their own personal safety. For example, when children sit at the table, they know to strap themselves into a booster seat. Children learn how to keep themselves safe.

What does the setting need to do to improve?

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

- extend the range of opportunities and resources available to challenge and support those children who enjoy learning outside
- review the organisation of the play area to encourage children to make choices and be independent in their play.

Setting details

Unique reference number	EY447135
Local authority	Surrey
Inspection number	10137587
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	5
Number of children on roll	2
Date of previous inspection	12 December 2012

Information about this early years setting

The childminder registered in 2012. She lives in Byfleet, Surrey. The childminder operates Monday to Friday, from 8am to 6pm, for most of the year. She holds a relevant qualification at level 3.

Information about this inspection

Inspector
Susan Allen

Inspection activities

- The inspector held discussions with the childminder to understand how the curriculum and childcare service are organised.
- The inspector observed children's play and spoke to them at various times during the inspection.
- A tour of the home was completed with the childminder.
- Written views of parents were taken into consideration.
- The inspector looked at relevant documentation and held discussions with the childminder to assess how she safeguards children.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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