

Childminder report

Inspection date	7 September 2018
Previous inspection date	2 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder knows the children well and plans a good range of play activities and practical experiences that links with children's individual interests. All children make good progress overall and their personal, social and emotional development progress are outstanding.
- The childminder forms strong and effective partnerships with parents. She keeps them well informed about children's progress and involves them in supporting children's progress at home.
- Children form immensely strong emotional attachments with the childminder as well as with each other. They help each other with difficult tasks and older pre-school children are extremely kind and inclusive of toddlers.
- The childminder provides wonderful opportunities for children to learn about nature, their immediate community and the wider world. For example, they hold birds of prey, and enjoy trips on a 'duck boat' which takes them across land and onto the river. They visit safari parks, farms, museums and historical places, such as Windsor Castle.
- The childminder has a good understanding of her strengths and aspects of her practice that would benefit from further improvement. She shows a strong commitment to addressing these.

What the setting needs to do to improve further

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

- establish more regular arrangements for sharing information with all children's other early years providers, so that there are clear plans in place for ensuring children receive consistent support
- develop further plans for helping children learn to link letters to sounds.

Inspection activities

- The inspector observed children's play inside and outside.
- The inspector discussed the childminder's practice with her, including the impact of her teaching methods and use of observation and assessment to support children's progress.
- The inspector sampled a range of documentation relating to safeguarding, children's well-being, and the childminder's suitability. She discussed children's progress and development.
- The inspector sought and took account of the views of parents.

Inspector

Amanda Tyson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Since the last inspection, the childminder has completed in-depth child protection training. She is very clear about her responsibility to protect children from abuse and neglect, and the procedures to follow if concerned about any aspect of their welfare. Parents greatly value the childminder's experience and commitment to meeting children's individual needs, such as for sleep routines. They particularly appreciate the variety of activities she plans and provides for children, especially the range of outings and use of the outdoors. The childminder is making increased use of self-evaluation to identify ways to improve her provision and practice. For example, plans are in place to create a mud kitchen in the garden and to further her knowledge and understanding of different types of speech and language delay.

Quality of teaching, learning and assessment is good

The childminder uses effective processes to complete assessments of children and to track and plan for their progress. For example, once they can count reliably, she introduces calculation. Once they have developed good pencil control skills, she helps them develop more control and to learn to write their name. The childminder engages children in interesting conversations, for example, about their recent experiences of visiting the safari park. When young toddlers point at something and use single words, she clarifies what they are asking for or trying to say using sentences. Toddlers mimic this. The childminder adapts activities very well to enable the inclusion of all children. For example, she guides older children with clear instructions to make their own pizza lunch, while helping toddlers to use a spoon to spread the tomato base without taking over completely. When children are faced with a challenge, she talks them through resolving the problem for themselves.

Personal development, behaviour and welfare are outstanding

The childminder lays excellent foundations for children to adopt healthy and safe lifestyle habits and to develop an appreciation of the outdoors and nature. She teaches children important safety rules, such as how to behave on a train platform and to steady themselves with outstretched hands when using balancing beams in the garden. The childminder teaches children to recognise and name the different species of birds that live in her hedge and feed from her bird table. Children's behaviour is exemplary. They help each other with challenges, such as disconnecting stiff construction pieces. Children learn about the wider world, different cultures, beliefs and traditions, for example, through first-hand experiences in the community and play activities in the home.

Outcomes for children are good

Children are well prepared for the next stage in their learning, such as transfer to nursery or school. Young toddlers become toilet trained. They use cutlery with rapidly developing competence and enthusiastically help themselves to toys and engage in sustained imaginative play. Pre-school-aged children recognise and write their names. They speak confidently, and have good counting skills and knowledge of shapes. Children are enthusiastic and curious about their immediate and wider world. They are very sociable and enjoy helping to look after their different environments.

Setting details

Unique reference number	EY219622
Local authority	Surrey
Inspection number	10060489
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	2 September 2015

The childminder registered in 2003 and lives in Weybridge, Surrey. She operates all year round, Monday to Friday between 7.30am and 6.30pm. The childminder is registered to provide overnight care for two children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

