

Childminder report

Inspection date: 16 March 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and secure in the childminder's care. They enjoy close relationships with her. Children seek her out to share their experiences and enjoy listening to the childminder read a range of stories. The childminder is skilled at making stories interesting, such as by using props, different voices and encouraging children to think about the storyline. For instance, children giggle with delight as they listen to the childminder pretend to be the 'evil pea' from the popular story 'Supertato'. Children show positive attitudes to learning as they explore a variety of fruits and vegetables. The childminder introduces new words such as 'aubergine' to help extend their developing vocabulary.

Children clearly enjoy the time they spend with the childminder. They feel safe and secure in the family environment that is a key part of the service the childminder offers. Children behave well. They clearly know and follow the house rules. The childminder gains information from parents when children first start about what they know and can do, about comfort objects and for single words in their home language. This further helps the childminder plan activities and experiences to meet their individual needs, and to help children settle quickly.

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

- The childminder demonstrates pride, dedication and commitment to providing good-quality care for children and their families. She is enthusiastic in her practice and continuously reflects on her strengths and identifies any areas for improvement. The childminder shares information and good practice ideas with other childminders and completes all mandatory training requirements. However, she has not yet considered training opportunities that focus on raising the quality of teaching and education to an even higher level.
- The childminder encourages children's good behaviour effectively by offering calm and consistent reminders about sharing, turn taking and listening to friends. Young children follow instructions well. They help to tidy away resources and respond well to the guidance given about sitting safely on chairs. Subsequently, children are beginning to understand what is expected of them, helping them to learn right from wrong.
- The childminder promotes early mathematical skills well. She frequently uses mathematical language, including naming shapes and counting. For example, she counts 1, 2, 3, as children carefully count the number of strawberries for their snack. The childminder understands the importance of promoting children's awareness of healthy eating. For example, she engages in conversation about healthy food choices at mealtimes.
- Partnerships with parents are well established. The childminder speaks to parents on a daily basis and shares information with them to support children's

learning at home. Furthermore, the childminder guides parents with routines such as potty training and works collaboratively with them to provide a consistent approach. Comments from parents are overwhelmingly positive. The childminder has established effective partnerships with local pre-schools. This helps to create a consistent approach to children's learning and development.

- The curriculum provided by the childminder gives children a broad range of activities that motivate learning and capture their interest. For instance, children are excited to pretend to be hairdressers. This helps children to make good progress in their learning. However, at times, there is scope to develop even further the range of experiences that are provided to extend the concentration span in the youngest children, for example, allowing children time to work out simple problems before stepping in with solutions.
- Successful strategies give children opportunities that promote an understanding of people and families beyond their own immediate experiences. Family photographs are displayed on a world map to promote children's positive sense of identity. The childminder successfully supports children to learn about different traditions and beliefs, such as Diwali, Christmas and Chinese New Year.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date, for example by completing regular training. She has a comprehensive knowledge of the indicators of possible abuse and the procedures to follow should she have a concern about a child's welfare. The childminder understands her role to protect children from extreme views and beliefs. She knows what to do should there be a complaint or an allegation made against her or a family member. The premises are secure and the childminder carries out daily checks of the indoor and outdoor environments to ensure they remain safe for children to use.

What does the setting need to do to improve?

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

- extend professional development opportunities and raise the quality of teaching to an even higher level
- explore techniques to develop the concentration span of the youngest children.

Setting details

Unique reference number	EY482365
Local authority	Surrey
Inspection number	10076300
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	9 May 2016

Information about this early years setting

The childminder registered in 2014. She lives in Lower Kingswood, Surrey. The childminder works all year round from 7.20am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status. She receives funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector

Sarah Richards

Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the setting. This has included the effect these measures have had on the current attendance of the children and staffing arrangements.
- The inspector and childminder completed a learning walk to understand how the early years provision, resources and curriculum are organised.
- A joint observation was carried out by the inspector and childminder.
- The inspector took into account the views of parents and children during the inspection.
- The inspector looked at a range of documentation, including evidence of the suitability of persons living in the home. She also discussed the childminder's safeguarding procedure.
- A learning discussion was held with the childminder about her intent for children's learning.

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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