

# Childminder report

---

Inspection date: 5 March 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	Good
--	------

## What is it like to attend this early years setting?

### The provision is good

The childminder provides a very homely, safe and welcoming environment for children attending her setting. She forms very close relationships with every child. Resources are easily accessible to enable children to make independent choices and they happily direct their own play. The childminder takes an active role in the children's play and carefully extends their ideas and thoughts. Children learn about the world around them when they take part in a game where they enthusiastically name and match farm animals to their babies. Children's language is highly valued, including those who are learning English as an additional language. For instance, the childminder uses a wide range of words which children copy. Children are persistent and eagerly practise new skills. They proudly demonstrate that they can use scissors to cut along lines and explain how they must be careful when they use these because they are 'sharp and dangerous'.

Children behave well and respond to the childminder's praise and encouragement. They understand the routines and expectations at the setting. For example, they help to tidy away the toys and activities once they have finished with them. Children are safe and flourish in the warm and inclusive atmosphere the childminder creates. They build on their skills to help towards the next stage in their learning, such as when they go to school.

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

- Parents praise the childminder highly and compliment the way in which she cares for their children. They say their children are progressing well in all areas of learning and developing a wide range of skills and knowledge. Parents describe her setting as a 'home-from-home' environment and one in which their children feel very loved, settled and happy.
- The childminder supports children's good health effectively. For example, she prepares healthy and nutritious snacks, including fruit and vegetables. Children develop their independence and carry out simple acts of self-care as they proudly announce, 'I can do it myself', when they peel bananas and oranges. This helps promote children's positive self-esteem and resilience.
- The childminder is devoted to the children she cares for. She works closely with parents to ensure each child's care needs are fully met. The childminder gathers detailed information about children's routines, likes and dislikes before they start. This helps her to clearly understand how to meet every child's needs appropriately and to plan for their next steps. However, the sharing of information with other settings that children attend is not yet fully effective in promoting a shared approach to children's care, learning and development.
- Children thoroughly enjoy exploring books and confidently select these themselves. They cuddle up to the childminder and regularly ask her to read

stories to them. She uses different animated voices when reading and asks questions such as, 'How do think he was feeling?' and, 'What do you think will happen next?' Children excitedly respond to her questions and smile when the childminder praises them. She also misses out words and sentences in familiar stories and children confidently fill in the gaps.

- The childminder has a large outdoor area with ample opportunity for children to develop their physical skills. They pedal bicycles, climb and slide, and run around as they enjoy daily outdoor play and exercise. Regular visits to local parks and woods encourage the children to develop their coordination and balancing skills and explore their wider community.
- The childminder reflects on her practice to help identify strengths and areas for improvement. She interacts well with children and provides a good range of resources to help support their learning and development. However, the childminder has not considered how to extend her teaching skills and improve children's learning through further ongoing professional development.
- Children have great fun as they learn, and delight in joining in with activities. They have good imaginations as they act out their experiences, for example preparing meals and baking in the play kitchen. They confidently operate electronic apparatus, including asking voice-activated equipment to play their favourite songs and rhymes. Children remember the words to these and sing and dance along with gusto.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She can confidently recognise the signs and symptoms which may cause her concern about the welfare of a child in her care. The childminder has made herself aware of how to recognise a child who may be at risk of being exposed to extreme ideas and behaviours. She understands how to make a referral to the relevant agencies should she have any concerns about a child's well-being. Children are kept safe at the setting because the childminder is vigilant and supervises them well at all times. She has effective strategies in place which help her keep children safe. For example, she carries out risk assessments regularly and practises emergency evacuations with children.

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

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

- strengthen partnerships with other settings children attend to consistently support and complement children's learning and development
- explore wider professional development opportunities that focus more precisely on raising the quality of teaching to enhance children's learning.

## Setting details

<b>Unique reference number</b>	EY413865
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10074546
<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 at time of inspection</b>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	29 January 2016

## Information about this early years setting

The childminder registered in 2010. She lives in Cobham, Surrey. She offers care Monday to Friday, from 6.30am to 6.30pm, all year round, except for family and bank holidays. The childminder receives funding to provide free early education for children aged two, three and four years. The childminder holds a relevant qualification at level 3.

## Information about this inspection

### Inspector

Joanne Allen

### Inspection activities

- The inspector carried out a learning walk with the childminder and discussed the curriculum she provides for the children. The inspector viewed the areas of the childminder's home that children use.
- A sample of written documentation was reviewed, such as safeguarding policies and procedures.
- The inspector observed the childminder's interactions with children and assessed the impact on children's learning and development.
- The inspector spoke to children and the childminder at convenient times and viewed feedback from parents.

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