

# Childminder report

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Inspection date: 13 March 2020

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|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|--|-----|
| Overall effectiveness at previous inspection | Met |
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## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder offers a warm and welcoming environment where children are excited and eager to play and learn. Children settle quickly and confidently explore the wide range of resources on offer. They are creative and imaginative, and display a high level of emotional well-being. The childminder knows the children well and has high expectations for their learning and development. She plans a variety of activities across the curriculum that follow the children's interests and individual learning styles. For example, children become engrossed in their role play when playing with baby dolls, cuddling them and wrapping them in blankets. Children enjoy looking at books and listening to stories. They are good at recalling favourite stories and listen intently as the childminder reads books which are linked to their interest in caring for babies. During these activities, the childminder encourages children to participate, and asks a lot of questions about the pictures and their own experiences. Children are keen learners and focus on activities for long periods, demonstrating good levels of engagement. They make good progress and develop the skills they need for their future learning. Children behave well and understand the rules and expectations at the setting. They show that they feel safe and emotionally secure in the childminder's care. Children develop strong bonds with the childminder and each other. The childminder teaches children to share and be kind, and encourages them to show manners through her own positive role modelling.

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

- The childminder provides a wide range of exciting and stimulating activities that support learning in all areas of the curriculum. For instance, she encourages children's language, creativity, mark making and small-muscle skills as they make a bird's nest. Older children confidently name ducklings, owlets and cygnets as they match birds to their babies. Younger children enjoy the sensory exploration of paint and glue, learn to use tools and develop their fine motor skills effectively. The childminder regularly praises children and clearly values their achievements.
- Children benefit from regular opportunities to sing popular action songs and nursery rhymes. The childminder uses a variety of techniques and props to engage them regularly with songs. Younger children giggle and smile and they copy actions and learn new words. Older children are confident and assertive. They develop good early communication skills. Children count, use real money and explore size and shape as they sing, 'Three currant buns in the baker's shop'.
- Children have many opportunities to develop an understanding of healthy lifestyles. They enjoy healthy, nutritious meals and snacks that are prepared by the childminder. Older children learn routines well and know why they need to

wash their hands after playing in the garden and before eating. Children benefit from regular activity groups and develop their coordination and balancing skills using equipment at the park. This helps children to build on their physical skills and explore their wider community.

- Partnerships with parents are good. Parents speak very highly of the childminder and say she provides a home away from home and delivers a level of care that is second to none. The childminder works closely with parents to identify children's initial starting points and capabilities. She encourages the sharing of information with parents and gives daily updates on children's play and learning. 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.
- The childminder reflects on her practice to identify areas to improve children's learning, and meets with other childminders to share ideas and improve her practice. However, she does not seek the views of children and parents to inform the self-evaluation of her setting. Therefore, she does not have the full information she needs to clearly identify areas for development, including professional development, to raise the quality of the provision even further.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children who may be at risk of harm. She is alert to possible indicators of when a child may need help, and knows the relevant agencies to contact for guidance. The childminder has a good understanding of wider safeguarding issues and understands how to recognise children who may be at risk, such as from extreme behaviours and views. 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 to keep children safe.

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

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

- develop the sharing of information about children's learning and development with other early years settings children attend, to strengthen the consistency and support children receive
- improve systems for self-evaluation to include children's and parents' views, to identify strengths and priorities for development that support the improvement plans for the setting.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | EY302674  |
| <b>Local authority</b>                             | Surrey  |
| <b>Inspection number</b>                           | 10136432  |
| <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 5  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 10  |
| <b>Date of previous inspection</b>                 | 26 August 2015  |

## Information about this early years setting

The childminder registered in 2005 and lives in Byfleet, Surrey. She operates all year round from 8am to 4pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## 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 children. The inspector viewed the areas of the childminder's home that children use.
- A sample of written documentation was reviewed, including 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.

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