

Childminder report

Inspection date: 9 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder has created a friendly and warm home. Children forge positive relationships with the sensitive childminder. She shows care, consideration and affection, which helps children to settle. The childminder follows the needs of individual children and allows children to become familiar with her and the environment. Children feel safe and secure and are very happy within the setting.

Children are confident to communicate their thoughts and ideas. They enjoy a wide range of resources and activities. For example, the children thoroughly enjoy using the play aeroplane and the role-play kitchen. The childminder supports children to develop good communication skills. For instance, she consistently asks a variety of questions and gives them time to think and respond. Children flourish in their communication and language development.

The childminder builds on children's interests and ideas to help keep them motivated and engaged to learn. Children have good opportunities to explore and investigate during a wide range of activities. Children enjoy using their imaginations and recreate familiar roles and experiences, such as dressing up as builders.

Children are friendly and sociable, and their behaviour is good. The childminder is a positive role model for children. She has clear expectations for behaviour, which she consistently communicates to children.

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

- The childminder plans effectively to support children's learning. Overall, children make good progress. She regularly observes children and has a good knowledge of their interests and next steps. For example, young children match different-coloured beanbags confidently, and they use diggers to move rice from one container to another. However, on occasion, the childminder misses opportunities to fully extend and challenge children to maximise learning opportunities and help them achieve the best possible outcomes.
- The childminder takes children to a wide range of places of interest to build on their experiences, such as local play parks, shops, national parks and toddler groups. This helps children to develop a good understanding of the world around them.
- The childminder promotes children's health and well-being effectively. Children are encouraged to develop good hygiene routines. Children sing to familiar rhymes as they wash their hands before eating and after playing. Young children put their own coats on before playing outside.
- Children's mathematical skills are supported well. Children show interest in

shapes. The childminder draws different shapes and talks to the children, counting the sides and naming the shapes. Children try to copy the square and persevere well. The childminder promotes a can-do attitude and encourages children to have a go. Children are motivated to learn and are well prepared for their next stage of learning.

- The childminder has established good and effective partnerships with parents, to help meet children's needs and support their development. Parents are complimentary about the education and care their children receive. The childminder regularly shares information with parents and provides ideas for home learning, which helps parents to support their children. For instance, the childminder has created resource packs for the children to share at home with their parents.
- Children develop their physical skills well. Children access the garden in all weathers. They are active in their play and develop their co-ordination very well. For example, they climb slides, kick balls and use different push-along cars in the garden.
- The childminder uses various stories to support children's understanding of feelings and emotions. This helps to promote their good behaviour as they learn to manage their emotions in appropriate ways and to show empathy towards others.
- The childminder reflects on her setting. She is able to identify what she does well and how she can develop her teaching skills further. The childminder ensures all mandatory training, including first aid and safeguarding, is kept up to date. She meets regularly with other childminders to discuss changes in legislation and shares ideas to develop her teaching skills further. The childminder is knowledgeable. She evaluates her setting and identifies areas for improvement. For example, she gathers views from the children and parents to ensure she is providing a good-quality setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her knowledge of child protection, including wider safeguarding issues, is updated regularly through training. She understands what actions to take should she have a concern about a child's welfare. The childminder shares her safeguarding policy and procedures with parents from the outset. She carries out rigorous risk assessments, indoors and outdoors, to help reduce hazards and minimise accidents. This helps her to promote children's safety and welfare to a high level. The childminder is confident of wider safeguarding issues and ensures that all her policies are updated to reflect these.

What does the setting need to do to improve?

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

- consider further ways to fully extend and challenge children, to help them make the best possible progress in their learning and development.

Setting details

Unique reference number	160468
Local authority	Surrey
Inspection number	10136308
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	0 to 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	9 December 2015

Information about this early years setting

The childminder registered in 2001. She lives in Englefield Green, in Surrey. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Kelly Lane

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 from 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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