

Childminder report

Inspection date: 27 February 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 provides a relaxed, enjoyable, home-from-home environment where children feel emotionally safe and secure. Children are happy and confident. They engage easily with the childminder and visitors to the setting. The childminder has high expectations for all children. She provides a broad range of experiences which motivate children to learn. Children explore their environment with enthusiasm. They are able to freely access the well-resourced setting and make their own choices about what to play with.

The experienced childminder places a strong focus on building children's social skills to support their behaviour and positive attitudes to learning. She uses a fair and firm approach to manage behaviour effectively. This means that children are steadily learning to respond to instructions and are becoming more aware of the boundaries. The childminder encourages patience and consideration when young children play with, and alongside, each other.

The childminder values conversation and talks easily to children to increase their use of vocabulary. She encourages young children to talk together about their family, for example who at home helps them clean their teeth. This, along with playing with a range of toys and resources that positively reflect diversity, helps children to learn about the similarities and differences between themselves and others.

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

- Children make good progress. The childminder observes children's play and exploration, assesses their achievements and outlines potential gaps in their development. She promptly forms next steps in the children's learning and works closely with parents to support the next stage of children's development. Parents are very complimentary about the high level of care and attention their children receive from the childminder.
- Children develop an interest in technology and how things work. For instance, they excitedly ask the voice-activated speaker to play their favourite songs and rhymes. Children begin to remember the words to these and sing and dance along with enthusiasm. They delight as the childminder joins them in their play, dancing and copying the actions.
- The childminder supports children's communication and language skills throughout play. For example, as children explore cooked spaghetti as part of a sensory activity, she uses lots of new words for them to repeat. In addition, she responds to the sounds younger children attempt and says words clearly back to them. However, the childminder does not always fully adapt activities when there is a mixed age group, to extend all of the children's involvement and skills

further.

- Children represent their experiences in play. They show gentleness, care and consideration when handling baby dolls. They know that after washing the babies, they need to dry and dress them so that they do not get cold. The childminder uses these opportunities effectively to support younger children to have a go and be independent. She offers praise and encouragement as they persevere when trying to do up a zip. However, at times, she brings activities to an abrupt end, for instance to move on to the next planned activity. This means children do not have the opportunity to consolidate their own learning and maintain their high levels of involvement and concentration.
- The childminder is a good role model for children. She guides their behaviour calmly and uses consistent reminders about what they should or should not do. The childminder teaches children about danger and how to manage risks. For example, she teaches them how to handle knives safely when they butter and cut their toast at lunchtime. The childminder helps children to learn healthy attitudes and routines, such as enjoying healthy foods and washing their hands before eating. Additionally, the childminder ensures children get fresh air daily, either in the garden or on walks. She meets regularly with other childminders to support children's ongoing social development.
- Children access books independently and cuddle up to the childminder to share stories. They concentrate on turning the pages, point to pictures of interest and predict the ending of favourite stories.
- The childminder supports children to develop their mathematical language and concepts as they play. For example, older children count and name colours as they independently build with bricks. Younger children are encouraged to use a string of 'counting beads' as they begin to count beyond five.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of what to do should she have any concerns about a child in her care. She has a clear safeguarding policy in place. The childminder has effective strategies to keep children safe. She visually risk assesses her home and garden to minimise any potential hazards. For example, she ensures the whole environment is safe for children to play alongside her family pets. Children are well protected. Any accidents are thoroughly documented and communicated to parents. The childminder reinforces simple rules and encourages young children to learn to listen and respond to her instructions. This helps 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:

- consider how to further adapt adult-led activities to fully support the differing needs of the children involved
- provide more time for children to be able to complete activities in their own time and consolidate their learning.

Setting details

Unique reference number	EY241993
Local authority	Surrey
Inspection number	10134050
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	2 December 2015

Information about this early years setting

The childminder registered in 2002. She lives in Walton-on-Thames, Surrey. The childminder offers care Monday to Thursday, from 7.30am to 6pm, all year round except for family holidays and bank holidays.

Information about this inspection

Inspector

Nina Lambkin

Inspection activities

- A discussion was undertaken with the childminder, and the inspector looked at relevant documentation including policies, children's learning information and evidence of the suitability of household members.
- The childminder showed the inspector around her home and explained which areas she uses when looking after the children.
- Throughout the inspection, the childminder and the inspector held discussions about the childminder's curriculum and the quality of care provided.
- The inspector obtained feedback from parents and took account of their views.
- The inspector observed the quality of teaching and assessed the impact this has on 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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