

Childminder report

Inspection date: 2 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 provides a relaxed and welcoming environment. Parents comment that they are 'extremely happy with the care the childminder and her assistant provide' and that 'every day is different, fun and stimulating'. The childminder's home is well organised. Children benefit from a well-planned play area. For example, they can make choices from the good variety of resources and play materials available. Children develop secure and caring relationships with the childminder and her assistant, which helps them to feel happy and settled. The childminder and her assistant offer children positive praise to help build on their confidence and self-esteem. The childminder teaches children about personal risk and safety well. For instance, children learn to sit on a chair properly and know if they swing on it, they could fall.

The childminder has high expectations for the children and plans a range of activities that interest and motivate them to learn. For example, children have fun dancing to music. They explore a variety of musical instruments and learn what noise a xylophone, drum and tambourine make. Children develop good early writing skills and begin to hold pens correctly. They learn to count and begin to use simple mathematical language, such as more and less. The childminder and her assistant help to support the children's growing understanding of mathematics.

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

- The childminder teaches children to make healthy food choices. She offers a range of fresh fruit, such as strawberries, blueberries and bananas. Children have lots of opportunities to practise their physical and social skills, such as through visits to the park, farms and open spaces. The childminder and her assistant teach children about the seasons and how plants grow. Children learn about the world around them well.
- The childminder regularly reflects on her practice, taking into account the views of parents, her assistant and the interests of the children. Herself and her assistant attend mandatory training and keep up to date with new legislation and practice. However, the childminder does not consistently work with other settings that children attend or support a shared approach to their learning.
- The childminder and her assistant support children's developing imagination well. This is evident when children choose a book and sit with their friends and pretend to be 'mummies and babies' and 'read' each other stories.
- The childminder and her assistant support younger children's emerging verbal communication well. They respond to the sounds they make and repeat words back. The childminder supports older children's speech as she extends their vocabulary. For example, children learn that an accordion is a musical instrument.

- The childminder supports children to learn skills that will support them well with their move on to school. For example, older children put on their shoes and hang up their coat and babies are supported to feed themselves. They begin to follow instructions and learn about routines. Children are starting to learn to be independent and begin to develop a positive attitude to learning.
- Children learn about the wider world effectively. They learn the different noises animals make and enjoy reading electronic books with buttons and sounds. Children begin to understand technology and how some things work for a purpose.
- Children generally play well together. However, children do not always share well or take turns and sometimes have minor disagreements. The childminder and her assistant do not provide clear messages to help children build on their understanding of how to manage themselves at different times and in different situations.
- Partnerships with parents are effective. For example, the childminder talks to them about toilet training strategies and provides support and guidance. This shared approach helps children make good progress in their learning.
- Since her last inspection, the childminder has strengthened the range of opportunities for children to explore the differences between themselves and others. The childminder and her assistant teach children about different festivals such as Chinese New Year, Easter and Diwali. Children learn about different countries through books, small-world figures, role play and food tasting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of how to safeguard children. They work well together and recognise the signs and symptoms that may indicate a child is at risk of harm. The childminder has a good understanding of wider safeguarding concerns, such as radical and extreme views and behaviours. She knows who to contact if she has a concern about a child's safety and welfare. The childminder places great importance on keeping her, and her assistant's, knowledge up to date and completes regular safeguarding training. She maintains a safe and secure environment for children to play and learn in. She conducts regular risk assessments and minimises any hazards.

What does the setting need to do to improve?

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

- provide consistent and clear guidance to help children build on their understanding of expectations for good behaviour
- consider ways to build on partnerships with other settings that children attend, in order to develop a shared approach to supporting children's learning.

Setting details

Unique reference number	EY476426
Local authority	Surrey
Inspection number	10137599
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 5
Total number of places	11
Number of children on roll	9
Date of previous inspection	28 July 2016

Information about this early years setting

The childminder registered in 2014. She lives in in Epsom, Surrey. The childminder operates Monday to Friday, from 7am to 6pm, for most of the year. The childminder holds a relevant qualification at level 3. The childminder receives funding to provide free early years education for children aged three and four years. The childminder works with an assistant.

Information about this inspection

Inspector

Susan Allen

Inspection activities

- The inspector held discussions with the childminder to understand how the curriculum and childcare service are organised.
- The inspector looked at relevant documentation and held discussions with the childminder and her assistant to assess how she safeguards children.
- The inspector observed the interactions between the childminder, the assistant and children.
- Written views of parents were taken into consideration.
- A tour of the home was completed with the childminder.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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