

Childminder Report

Inspection date

9 August 2017

Previous inspection date

27 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder has a good understanding of how children learn and develop. She uses this knowledge to provide purposeful activities which motivate and engage all children.
- The childminder completes regular observations on children and monitors their development effectively. She uses this information to identify any gaps in children's learning and implements plans to support them to progress further.
- Children build good relationships with the childminder. They are happy and confident in her care and show high levels of emotional well-being.
- The childminder supports children's learning well. She encourages them to solve problems and persevere when completing tasks. For example, when designing and building with plastic bricks she encourages them to try different methods when the first one does not work.
- Children develop the skills they need for the next stage in their learning, including pre-school and school. For example, they complete simple tasks, such as helping to tidy the playroom and cut up their fruit at snack time.

It is not yet outstanding because:

- The childminder does not encourage older children to extend their understanding of simple calculations in mathematics.
- Children do not consistently demonstrate exceptionally positive behaviour and high levels of self-control. The childminder does not always ask children to think about why some behaviours are acceptable and others are not.

What the setting needs to do to improve further

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

- encourage older children to have a better understanding of mathematics
- encourage children to develop higher levels of self-control and to recognise why some behaviours are acceptable and others are not.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documents and asked the childminder questions relating to how she keeps children safe.
- The inspector looked at feedback from parents and took their views into consideration.
- The inspector viewed the areas of the home used by the children.

Inspector

Ingrid Howell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of what she should do if she has any concerns about a child. She has completed training to help her to identify the indicators that a child may be exposed to a risk of harm. The childminder evaluates her practice well. Since the last inspection she has completed a relevant level 3 qualification. She uses the knowledge and skills she has gained well to help her develop the way she assesses children's overall learning and development. She regularly shares information with parents about the progress their children make and gives them suggestions on how they can support their children further. This helps to ensure there is continuity in the care and learning that children receive.

Quality of teaching, learning and assessment is good

The childminder plans a wide range of stimulating activities based on children's abilities and interests. For example, she provides shredded paper with hidden letters and numbers in a tray, and encourages older children to name items beginning with the letters and add together the numbers they find. Younger children have similar experiences, however, the activity is adapted using animals to encourage them to name the animals and make animal sounds. Young children demonstrate a range of skills. For example, they use fine movements as they pick up small beads between their forefinger and thumb and place them into a container. Older children use the beads to carefully thread onto a lace and make patterns.

Personal development, behaviour and welfare are good

Children form strong bonds with the childminder who knows them well. She places a good focus on helping children to feel safe and secure. The childminder recognises the importance of keeping children safe. She completes daily risk assessments on the environment. Children learn about keeping themselves safe through guidance from the childminder. For example, why they must stay within her sight when visiting parks and playgroups. Children demonstrate a good understanding of the need to share and take turns. For example, when playing with bricks they work together and suggest that they help each other.

Outcomes for children are good

Children make good progress from their starting points. They are happy and demonstrate high levels of confidence as they explore the environment and independently choose what they would like to do. The childminder supports them well in recognising letters and numbers and they confidently name the letters and count as they play.

Setting details

Unique reference number	EY410199
Local authority	Surrey
Inspection number	1094332
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	4
Number of children on roll	5
Name of registered person	
Date of previous inspection	27 May 2015
Telephone number	

The childminder registered in 2010. She lives in the Bellfields area of Guildford, Surrey. The childminder offers care, subject to demand, on Monday to Friday, all year round, except for bank holidays and family holidays. She has a relevant level 3 qualification. The childminder receives funding to provide free early education for children aged three years.

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