

Childminder Report

Inspection date

22 August 2017

Previous inspection date

17 November 2014

| 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 | | Outstanding | 1 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Partnerships with parents and other professionals are good. The childminder regularly shares information about children's progress to offer a joined-up approach to their learning.
- Children have extremely strong attachments to the childminder. The highly successful settling-in process helps them to become emotionally secure quickly.
- The childminder uses self-evaluation well to be reflective in all areas of her provision. She uses the views of parents and children's interests to continually improve and enhance opportunities for children's progress and development.
- Children behave exceptionally well. The childminder is an outstanding role model who understands the importance of teaching children about acceptable behaviour and expectations. She helps them to develop an extremely clear understanding of how to recognise and cope with their own feelings and emotions.
- The childminder provides many exciting learning opportunities for children. She plans activities using information about their characteristics to engage and motivate them.

It is not yet outstanding because:

- The childminder misses opportunities to support children who speak English as another language to begin to recognise and use words in their home language in their play and development.
- The childminder does not focus sharply on her professional development to enhance her skills and knowledge and raise the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- enhance the support for children who speak English as an additional language, to help them to begin to recognise and use more words in their home language in their play and development
- focus more precisely on professional development opportunities to enhance skills and knowledge, to help raise the quality of teaching and learning for children.

Inspection activities

- The inspector held discussions with the childminder and the children at appropriate times.
- The inspector took account of the views and comments of parents.
- The inspector looked at relevant documentation, including evidence of suitability checks and children's learning and progress.
- The inspector viewed the areas of the home that are used for childminding purposes.
- The inspector observed the quality of teaching in the indoor and outdoor environments and the impact this has on children's learning and development.

Inspector

Gwendolyn Andrews

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is vigilant around protecting the children in her care. She has effective policies and procedures that she would follow to report any concerns for a child's safety to help protect their welfare. She carries out regular risk assessments to minimise harm to children in her home and when on outings. The childminder monitors children's progress to quickly identify any gaps in their learning and provide them with further support when needed. She also recognises when children need extra challenge in areas in which they excel. She places an importance on involving parents in her planning and the next steps for their children's development.

Quality of teaching, learning and assessment is good

The childminder uses good systems to regularly observe and assess children. She tracks their development and uses this information well to provide many opportunities to help them succeed. She consistently builds on children's communication and language through stories and is skilled at extending their learning. For example, she uses story sacks with items that children can use to re-enact the stories. The childminder helps children to explore with the early stages of mathematics. For example, they grow sunflowers which they measure to see how tall they have grown. They then investigate the sunflower to name the specific parts as a simple introduction to science. Children are encouraged to use their own growing problem-solving skills. For instance, as they try to use the wind-up key to make the mechanical train work.

Personal development, behaviour and welfare are outstanding

Children are extremely confident and are enthusiastically encouraged by the childminder to constantly try new things. The childminder is immensely adaptable in her approach to their learning and uses her many years of experience to provide challenging activities throughout the day. She provides constant praise and attention, and children develop a significant sense of pride and achievement. The childminder has extremely high expectations for the children and encourages them to become excited and active learners. For instance, they are completely engaged in a doctor's role-play activity and make extremely good use of the resources in their imaginative play, such as using the 'thermometer' to take each other's temperature. Children use their increasing memory skills to recall past activities and spark interesting discussions with each other. For example, they discuss growing butterflies from caterpillars as they look at a particular book together.

Outcomes for children are good

Children develop well from their initial starting points and are developing the necessary skills to prepare them for their future learning. They are keen to explore the world around them and are starting to understand the differences and similarities in themselves and others. They are curious and enthusiastic in their play and are developing an early understanding on how to keep themselves healthy and make good choices. For example, they grow lots of fruits and vegetables, which they learn to care for and eat.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | 120692 |
| Local authority | Surrey |
| Inspection number | 1070190 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 3 - 4 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Name of registered person | |
| Date of previous inspection | 17 November 2014 |
| Telephone number | |

The childminder registered in 2000 and lives in Camberley, Surrey. She holds a relevant childcare qualification at level 3. The childminder operates all year round on a Monday, Tuesday and Wednesday from 8.30am to 5.30pm.

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