

Childminder Report

Inspection date

31 August 2017

Previous inspection date

3 February 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 attends regular safeguarding training and participates in exchanges of professional expertise among childcare professionals to help keep her knowledge up to date. She evaluates her provision and is always striving to improve.
- The childminder interacts well with children. She plans activities that support the children's interests to help their learning and development in readiness for their next stage of learning.
- The childminder teaches the children to be kind and considerate to each other, gently supporting all children to understand what is acceptable and what is not.
- The childminder plans effectively for the children's needs and listens to parents' views and comments. This helps her to adapt activities around the children's interests.
- The childminder takes the children out into the local community, for example, to local adventure parks, so they can learn about the world in which they live. The childminder helps children to enjoy their varied and interesting day.

It is not yet outstanding because:

- The childminder misses some opportunities to promote children's sensory experiences, particularly for those who prefer to learn outdoors.
- The childminder does not consistently make a wide range of resources readily available to support children's exploration and investigative skills.

What the setting needs to do to improve further

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

- enhance children's exploration and investigational skills further
- extend opportunities for children to learn outside even further to help support their sensory experiences.

Inspection activities

- The inspector reviewed the resources with the childminder.
- The inspector sampled some testimonials from parents and considered their comments.
- The inspector observed the childminder's interaction with young children and discussed the learning aspects with her.
- The inspector discussed the childminder's self-evaluation process with her.
- The inspector sampled a selection of relevant documents.

Inspector

Penelope Redwood

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a very good knowledge and understanding of child protection policy and procedures if concerned for a child's welfare. The childminder uses her training and research to ensure improvements in the setting are continuous. For example, she has introduced more sensory play for children so they can independently feel the texture of paint on their hands as they make hand prints. The childminder welcomes families into her setting and is very supportive to children as they embark on their next stage of learning, for example, at pre-school and school. The environment and exciting outings provided by the childminder help children make good progress in their learning and development. The childminder uses her observations and assessments of children's learning to monitor their progress well and plan activities around their individual needs and interests.

Quality of teaching, learning and assessment is good

The childminder uses mathematical language in play. For example, she uses picture books to count items with the children at story time and talks about colour and size when children are playing with blocks. The childminder introduces new vocabulary at every opportunity, such as naming the shapes children elect to post into a sorting box. The childminder praises and encourages children as they fit the shapes into the spaces. Children are supported well with early writing skills. For example, the childminder provides a large whiteboard which they can independently make marks on with pens. The childminder plans outings to open areas, such as parks and mature gardens, where children can run and be physically active.

Personal development, behaviour and welfare are good

Children confidently seek out the childminder for support and attention. Children behave well and are strongly encouraged to be independent, for example, young children feed themselves at mealtimes. The childminder teaches children to share and take turns, such as when playing games. Children enjoy social outings where they meet with other groups of children and adults, for example, at toddler groups and soft play areas. Children learn to stay safe. For example, when out, they understand why they must walk on the pavements.

Outcomes for children are good

Children develop good skills and are ready to move on to their next stage of learning. They enjoy making marks with paint and play dough and happily smile, chat and babble to each other and familiar adults, further developing their communication and language. Children are independent and confident, enabling them to move on to their next steps in learning.

Setting details

Unique reference number	EY401421
Local authority	Kingston upon Thames
Inspection number	1094103
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 6
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	3 February 2015
Telephone number	

The childminder registered in 2009. She operates all year round from Monday to Friday, except for bank holidays and family holidays. The childminder receives funding to offer free early education for two-, three- and four-year-old children. The childminder has an early years qualification.

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