

Childminder Report

Inspection date

9 January 2018

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| 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

- The childminder completes detailed and accurate assessments on children's learning. Their progress is closely tracked and any gaps in achievement are clearly identified and swiftly closed. Children make good progress. They make outstanding progress in their personal, social and emotional development.
- The childminder's partnerships with parents and any external agencies involved with children are immensely effective, particularly in relation to meeting children's health, safety and emotional needs.
- The childminder skilfully encourages children to think for themselves, behave well and feel proud of their achievements. For example, she comments, 'good remembering' and 'that is an interesting idea. Tell me about it'.
- The childminder provides children with a wide range of high-quality play and learning resources that are linked to their individual interests. Children readily help themselves and are interested and motivated to play and learn.
- The childminder makes good use of self-evaluation and training opportunities to identify and target priorities for improvement and to increase her knowledge and skills.

It is not yet outstanding because:

- The childminder has not developed high levels of expertise in building on children's communication skills and how to link letters and sounds.
- The childminder does not plan enough for inspiring children's interest and progress in their imaginative and creative development.

What the setting needs to do to improve further

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

- build further on children's communication skills and their understanding of how to link letters to sounds
- explore further ways to support children's imaginative and creative play.

Inspection activities

- The inspector observed the childminder's interactions with children during activities indoors and in the garden.
- The inspector looked at the childminder's range of resources and equipment. She observed the suitability of the premises.
- The inspector discussed the quality of teaching practice and the impact this has on children's progress with the childminder.
- The inspector sampled a range of documentation, including children's records and evidence of the childminder's suitability. She explored the childminder's self-evaluation processes.
- The inspector took account of the views of parents.

Inspector

Amanda Tyson

Inspection findings

Effectiveness of the leadership and management is good

The childminder is very professional. She is extremely enthusiastic and has a strong commitment to developing her knowledge and skills. For example, the childminder has learned about the different patterns of children's play, such as movement. As a result, she provides opportunities for children to experiment with gravity in different ways, using toys and their bodies. The childminder is skilled in evaluating her observations of children's learning to inform the assessment of their progress. She understands what children need to move on to the next step in their learning and shares this information with parents. Safeguarding is effective. The childminder is astutely aware of the possible signs of abuse and neglect. She is well trained and knowledgeable about the procedures to follow if she is concerned about a child's welfare.

Quality of teaching, learning and assessment is good

The childminder is very enthusiastic and shows a very keen interest in children's learning. She is naturally good at supporting children's progress in all areas of learning through use of spontaneous conversation. The childminder promotes children's understanding of quantity, such as the difference between one house and five aeroplanes. She also explains what happens to smoke from log fires and talks to them about their experiences of aeroplanes. The childminder uses children's current interests, such as tractors, to introduce and support new learning. For instance, she provides cardboard tubes for children to send tractors down and paint for them to create tyre track patterns. She also uses the opportunity to help them gain an understanding about gravity.

Personal development, behaviour and welfare are outstanding

Children build immensely strong emotional attachments with the childminder and each other. The childminder gives the highest priority to meeting children's needs. She ensures excellent arrangements are in place for children to help them settle in gradually. The childminder lays extremely firm foundations for children to adopt healthy and active lifestyle habits. Children develop a strong interest in exploring the woodlands where they practise their climbing and balancing skills. The childminder is highly successful in helping children to understand and work through their feelings. She is a good role model, promoting health and safety extremely well to babies and toddlers. The childminder is highly successful in helping young children to develop a positive understanding of their similarities and differences. She makes excellent use of resources for children to explore to help them build on their awareness of other cultures and customs.

Outcomes for children are good

All children make good progress from their starting points and are well prepared for moving on to the next stage of their learning. They confidently share their feelings and express their needs. Children are extremely keen to explore and experiment. They competently put on their coats and shoes. Children develop their early reading and writing skills and successfully apply their growing mathematical skills to count.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY490451 |
| Local authority | Surrey |
| Inspection number | 1021827 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 3 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Name of registered person | |
| Date of previous inspection | Not applicable |
| Telephone number | |

The childminder registered in 2015 and lives in Walton-on-Thames. She works Monday to Friday between 7.45am and 6pm throughout the year.

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