

Childminder Report

Inspection date	18 January 2018
Previous inspection date	28 June 2013

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 effectively supports children's communication and language skills. For example, she repeats back words to younger children and adds new words, such as 'hairdresser', when extending the language of older children.
- The childminder adapts activities well for all children. She demonstrates to older children how to connect small blocks to boards, and shows younger children how to fit easier, larger blocks together.
- The childminder has good partnerships with other professionals, which helps to provide consistency in children's care, learning and development.
- The childminder supports children's developing self-esteem effectively. For example, she offers them cuddles, praises them and promotes their emotional well-being.
- Children develop great independence and confidence. They begin to learn skills that will help them progress and prepare them for the next stage in their learning.
- The childminder tracks children's development and monitors their progress effectively.

It is not yet outstanding because:

- The childminder does not provide the best opportunities for children to learn about, value and develop an understanding of their own and other people's similarities and differences.

What the setting needs to do to improve further

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

- improve opportunities for children to reflect on and value differences and similarities between themselves and others.

Inspection activities

- The inspector viewed the premises.
- The inspector observed the childminder interacting with the children.
- The inspector took into account the written views of parents.
- The inspector sampled documentation, including planning, children's development records, policies and procedures.
- The inspection spoke with the childminder at convenient times during the inspection.

Inspector

Susan Allen

Inspection findings

Effectiveness of the leadership and management is good

The childminder continually evaluates and reflects on her practice. She effectively seeks the views of children and parents when identifying areas for improvement in her practice and setting. She identifies any gaps in children's learning and works well with parents to implement a development plan to help all children make good progress. For example, she works with parents to share strategies on ways to improve children's sleeping patterns. Safeguarding is effective. The childminder has a good understanding of how to keep children safe and is able to identify safeguarding and welfare concerns. She attends training, conducts her own research and keeps up to date with new guidelines and practice. For example, after attending safeguarding training she is better able to identify wider child protection issues.

Quality of teaching, learning and assessment is good

The childminder provides a good variety of toys, equipment and resources. She promotes children's development of mathematical skills very well. Older children begin to recognise numbers and learn about measure, length and simple fractions, such as a half. Younger children identify shapes and begin to count. The childminder asks challenging questions such as, 'Who is taller?' Children begin to think for themselves. They are encouraged to choose their own resources from easily accessible storage and become keen and motivated learners.

Personal development, behaviour and welfare are good

The childminder is kind and caring and provides a warm and welcoming environment. Children's behaviour is very good. They laugh together and get on well. The childminder effectively promotes children's understanding of how to care for themselves. For example, children know to wash and clean hands before eating. The childminder teaches children about risk and safety well and children know how to keep safe when playing. For instance, they know to walk in the setting and that running is unsafe as they may fall over, and they identify trip hazards as they tidy up. The childminder reflects children's home experiences well. Children are able to build on their interests and investigate fully during imaginative play. For example, they use role-play resources as they pretend to feed dolls and put them to bed.

Outcomes for children are good

Children learn to take turns and play well together. They develop a good awareness of how to manage their behaviour and are beginning to be aware of the needs of others. For example, older children praise younger children and help build on their developing self-esteem. Children have lots of opportunities to build on their social and physical skills, for instance, while visiting other childminders, the park, music groups or soft-play areas.

Setting details

Unique reference number	507204
Local authority	Surrey
Inspection number	1111902
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 7
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	28 June 2013
Telephone number	

The childminder registered in 1993. She lives in Cobham, Surrey. She operates from Monday to Friday from 6am to 7pm, for most of the year.

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