

Childminder Report

Inspection date

8 February 2018

Previous inspection date

8 December 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder provides good support for children learning English as an additional language. She helps children gain a positive awareness of each other's differences and similarities.
- Children behave well. The childminder provides a good, calm role model. She is kind, gentle and reassuring with young children. They have strong relationships with her and each other.
- All children make good progress in their learning and development. The childminder uses children's interests successfully to engage them well and help them to concentrate. For example, even young children become engrossed in books and when the childminder counts 'one, two', children continue, 'three, four, five'.
- The childminder works consistently with parents to support children's learning at home and help children to become independent in their self-care, such as potty training.

It is not yet outstanding because:

- The childminder does not seek comprehensive information from parents on children's development when they first start, to plan even more effectively to meet their needs.
- The childminder does not consistently seek parents' views to help her evaluate her provision and identify even more ways to enhance her practice.
- The childminder misses some opportunities to provide creative ways using children's interests to motivate them in their early writing skills.

What the setting needs to do to improve further

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

- increase the information gained from parents on children's starting points to plan even more effectively as soon as children start
- extend self-evaluation to include the views of parents, to gain an even more accurate awareness of how to enhance outcomes for children even further
- encourage children more in their early writing skills.

Inspection activities

- The inspector observed activities and the quality of teaching indoors.
- The inspector spoke with the childminder and carried out a joint observation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector took account of written feedback from parents for the inspection.
- The inspector sampled documentation, including policies and procedures, and children's assessments.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder carries out good risk assessments and takes clear action to keep children safe. She has a good understanding of her safeguarding responsibilities and knows how to protect children's welfare, should she have a concern. The childminder checks sleeping babies regularly to ensure they are safe. The childminder reviews her practice well and uses research to make improvements and keep developing her teaching. For example, she has introduced more challenging ways to support older children in their mathematical development. Following her last inspection, the childminder has improved the way she monitors children's progress and now identifies more accurately any gaps in their development. She completes the required progress check when children are aged two years, which helps her to identify where children may require additional support to catch up and prepare them well for school.

Quality of teaching, learning and assessment is good

The childminder regularly changes her environment and resources to meet children's continually changing needs. She provides good support for children to persevere with new skills and want to achieve. She demonstrates how to use equipment and gives children enough time to practise for themselves. The childminder builds on children's vocabulary, introducing new words. She uses creative ways to help children with their mathematical skills. For instance, she asks young children to pass her the large cauliflower and small cabbage, as they play at shopping. They notice they have two green peppers but one is smaller than the other. The childminder provides a good role model, listening carefully to what children have to say, so children learn to take turns in conversations and respond well to others.

Personal development, behaviour and welfare are good

The childminder seeks good information on babies' routines to enable her to work consistently with parents, and to meet children's physical and emotional needs well. Children are confident in the childminder's home and play independently. Young children go to the childminder for cuddles and then return to their games. The childminder uses books successfully to help children understand about their feelings. For instance, they see the monkey is sad and know he needs a cuddle to feel better. Children gain a good understanding of safe and healthy practices. For example, they help to pick up toys from the floor, knowing that they can cause tripping accidents. They grow produce in the garden with the childminder and eat it for their snack and meals.

Outcomes for children are good

Children develop effective skills that prepare them well for their next stages of learning. They become independent in their self-care skills. Older children help prepare snack and young children remove their shoes. They delight in taking on small responsibilities, such as tidying up and going to collect the post from the front doormat. Children are good communicators and confidently ask questions. Children play imaginatively, taking on roles from their own experiences and developing their ideas. Young children pretend that one object represents another, such as using an oblong brick to be a telephone.

Setting details

Unique reference number	131873
Local authority	Kingston upon Thames
Inspection number	1113831
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	8 December 2014
Telephone number	

The childminder registered in 1994. She lives in Chessington, Surrey. She provides care each weekday for 41 weeks a year, including before and after school. The childminder receives funding to provide free early education for children aged three and four years.

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