

Childminder Report

Inspection date

10 April 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder supports children's developing self-esteem effectively. For example, he offers them praise and helps to develop their emotional well-being.
- Together with the co-childminder, the childminder provides a safe and welcoming environment. They work well together to plan a broad range of activities.
- Children develop good language skills. The childminder uses a variety of ways to effectively do this. For example, he uses a puppet to sounds out words.
- The childminder has an effective partnership with parents. He shares activities with parents to continue children's learning at home, such as a bird watching activity, to provide consistency in learning.
- The children form strong attachments to the childminder. Children are keen to learn in a warm and friendly setting where they are valued and respected.
- Children are motivated to learn and develop confidence. Overall, the childminder prepares them well for their move to school.

It is not yet outstanding because:

- Monitor the progress of different groups of children more precisely, to help all children make as much progress as possible.
- The childminder does programme of professional development does not yet sufficiently focused on ways to raise the quality of practice to outstanding levels.

What the setting needs to do to improve further

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

- further improve the monitoring systems in place, to help identify any gaps in development early and provide the appropriate support
- enhance further ways to extend professional development and improve the quality of practice to outstanding levels.

Inspection activities

- The inspector viewed the premises.
- The inspector observed the childminder interacting with the children.
- The inspector took into account the written and verbal 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

Safeguarding is effective. The childminder knows whom to contact if he has a concern for a child's welfare. He is aware of the signs to look out for to protect children and keep them safe from harm. The childminder has a good relationship with other settings that children attend. For example, he shares information and works with them to help ensure continuity of learning. He reflects on his practice, with his co-childminder, and effectively includes the views of parents and children when seeking to improve his setting.

Quality of teaching, learning and assessment is good

The childminder teaches children effectively about the world around them. He explains how seeds are planted and what they need to grow. Children pick their own fruits and vegetables from his allotment, which are then eaten at dinner. The childminder organises and plans activities to support children to explore the natural world well. For example, after reading a book about worms, the childminder then took the children on a worm and bug hunt in the garden. He adapts activities for children of all abilities well. For example, while reading a book about worms, he extended language by adding words for the older children, such as 'hedgehog' and 'magpie'. He also points to the pictures and repeats back words to the younger children to support them. The childminder teaches children about different cultures well. For example, he uses a puppet to talk to the children in French. Children are engaged and smiling, and begin to learn some words and simple phrases.

Personal development, behaviour and welfare are good

The childminder promotes the healthy properties of milk well and is a member of the free milk scheme. He teaches children about the importance of healthy eating and how milk helps to develop strong muscles. He works well with his co-childminder and together they listen to children's views. For example, the childminder warmed the milk up after some children said they did not like cold milk. The childminder effectively teaches children to gain an awareness about their personal safety. For example, children know to ride their tricycles carefully in the house and ensure there are no toys on the floor to trip on. The childminder is a good role model and children behave well.

Outcomes for children are good

Children learn to share, take turns and play together well. They have lots of opportunities to develop their physical skills. For example, they play den making in the woods and learn how to build nests using twigs and leaves. Children have lots of opportunities to practise their early mathematical skills. For example, younger children learn to count and older children begin to learn how to estimate and learn simple additions.

Setting details

Unique reference number	EY500717
Local authority	Surrey
Inspection number	1056099
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	12
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2016 and lives in Reigate, Surrey. The childminder operates Monday to Friday from 7am to 6.30pm, for 46 weeks of the year. The childminder receives funding for free early education sessions to children aged three and four years. The childminder works with a co-childminder.

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