

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder completes precise assessments on children. Her observations of children are insightful and her identification of their future learning needs is astute. All children make good progress in their overall learning. They make outstanding progress in personal, social and emotional development.
- The childminder successfully encourages children's interest in books and using pencils.
- The childminder forges strong partnerships with parents. They are well informed about children's progress and fully involved in planning for their ongoing needs.
- The childminder expertly helps children overcome anxieties, such as separating from parents, 'getting messy', attempting new challenges and dealing with change.
- The childminder makes strong use of the outdoors to support children's learning and development in all areas and to promote their good health. Children enjoy, for instance, fishing in the stream, making dens in the wood, and climbing and balancing on logs.
- The childminder reflects well on her practice and is highly motivated to enhance her knowledge and skills of early education, for example, through training and research.

It is not yet outstanding because:

- The childminder does not consistently pay close attention to ensuring that activities fully support her planned learning intentions for children. Opportunities to build on children's existing knowledge and experiences, such as the seaside in different countries, are not fully exploited.

What the setting needs to do to improve further

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

- develop further the planning of activities to help children make clearer connections between their play and real experiences of their immediate and wider world, and to learn about these in greater depth.

Inspection activities

- The inspector observed the childminder's interaction with children during activities indoors and outdoors. She looked at the childminder's range of play and learning resources and equipment, and observed the suitability of the premises.
- The inspector discussed the childminder's practice with her and the impact of her activity planning and engagement with children.
- The inspector sampled a range of documentation, including children's records and evidence of the childminder's suitability. The inspector talked to the childminder about her use of self-evaluation.
- The inspector sought and took account of the views of parents.

Inspector

Amanda Tyson

Inspection findings

Effectiveness of the leadership and management is good

The childminder focuses on maintaining continuous improvement. She completes regular training and makes good use of what she learns to enhance her practice and identify improvement plans. For example, she is midway through an introduction to forest school teaching course and this has led to the creation of a mud kitchen in her garden. Training focused on understanding children's behaviour has helped her to recognise the repeat patterns in children's play and how children can express their feelings through art. The childminder is aware of the importance of establishing partnership working with other professionals involved with children. Parents are immensely impressed by the way in which she supports children's well-being. Safeguarding is effective. The childminder has a clear understanding of the procedure to follow if she is worried about a child's welfare.

Quality of teaching, learning and assessment is good

The childminder supports children's communication and language well. Those children learning English as an additional language make very good progress in English. The childminder repeats words. When children use one or two words together, she models good use of sentences as she confirms what they are saying by adding connecting and additional words. The childminder has a strong understanding of child development. She recognises gaps in progress and where children are excelling. She targets and builds on these. For example, she moves children on from knowing their primary and secondary colours to recognising light and dark shades. The childminder builds on children's early literacy skills and has a wide selection of books which they enjoy looking at with her.

Personal development, behaviour and welfare are outstanding

Children form extremely strong emotional attachments with the childminder and are immensely affectionate towards each other. Behaviour is exemplary. On the day of inspection, there were three toddlers present and not one squabble occurred. They spontaneously hug each other and play nicely together. Children are completely reassured by the childminder. They copy her use of common courtesies, such as adding 'please' to their requests. Mealtimes are extremely relaxed and sociable. The childminder makes good use of these times to foster children's interest in healthy eating. The childminder teaches children very successfully how to keep themselves safe. She plans the day exceedingly well to ensure that children have time in the home to play, get fresh air and exercise, and sleep undisturbed and comfortably. The childminder has a wide range of high-quality toys and books that she uses to teach children to respect the different cultures in society.

Outcomes for children are good

Children are very well prepared for moving on to either nursery or school when the time comes. Boys, for example, enthusiastically use pencils. Two-year-olds confidently express their feelings and wishes. They learn to count, recognise shapes and both primary and secondary colours. Toddlers quickly become toilet trained and learn to put on their own coats and shoes. Children develop high levels of self-esteem and confidence.

Setting details

Unique reference number	EY500411
Local authority	Surrey
Inspection number	1053051
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2016 and lives in Ewell, Epsom. She works from Monday to Friday between 7am and 5.30pm, throughout the year.

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