

Childminder Report

Inspection date

10 May 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

- Children are happy and engaged in their learning. They confidently explore and investigate the rich environment both indoors and outdoors.
- The childminder involves parents from the very beginning in their children's progress. She keeps them up to date with their current interests and encourages them to be part of setting next steps in their children's learning. Parents comment on how happy they are with the care and genuine love the childminder displays for their children.
- Children behave well. The childminder is a good role model who helps children to learn about acceptable behaviour and boundaries. They are kind and play well together.
- The childminder helps children to build a love of nature and to learn about the world around them. For example, they help to carefully collect eggs from the chickens and learn how to feed the other animals to help them grow and to treat them with care.
- The childminder helps children to use simple mathematics in their everyday play and learning. For instance, they count the balls as they bounce them into the hoop and talk about how tall the sunflowers they are planting will grow.

It is not yet outstanding because:

- The storage system for resources is not organised to support and enable younger children fully to make their own independent choices in their play and learning.
- The childminder does not precisely plan for her own professional development to raise her knowledge and the teaching opportunities she provides to the highest levels.

What the setting needs to do to improve further

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

- improve the organisation for the storage of resources to support younger children to make their own independent choices in their play and learning
- plan precisely for professional development opportunities to raise knowledge and teaching opportunities to the highest levels.

Inspection activities

- The inspector viewed the areas of the home that are used for the childminding provision.
- The inspector took account of the views and comments of parents during the inspection.
- The inspector observed the teaching and learning, the interaction of the children and the childminder, and the impact this has on children's development and progress.
- The inspector sampled a wide range of documentation, including children's developmental records, suitability checks, and policies and procedures.
- The inspector held discussions with the childminder about her self-evaluation, her areas for improvement, and her knowledge and understanding of the safeguarding of the children in her care.

Inspector

Gwendolyn Andrews

Inspection findings

Effectiveness of the leadership and management is good

The childminder uses thorough risk assessments in both her home and when on outings to help keep children safe. She prioritises helping children to start to understand about caring for themselves. For instance, they are involved in the fire evacuation procedures and in learning to cross the road safely. Safeguarding is effective. The childminder has good procedures in place and can recognise the potential signs of abuse and how she would report any concerns for a child's safety to protect their welfare. She uses a good range of policies and procedures, which she consistently reviews and updates to ensure she meets the current requirements. The childminder evaluates her provision well and values the opinions and comments of both parents and children in areas for change.

Quality of teaching, learning and assessment is good

The childminder uses the information she gathers from parents to precisely plan for children's development and progress. She takes into account their changing interests and needs when providing activities or resources to continually challenge and support them in their learning. For instance, the childminder recognises children's preference in playing outdoors and she ensures that she provides experiences for them to experiment, such as pouring water to build on their estimation skills. The childminder consistently supports children's growing communication and language skills. For example, they talk about the scenes and characters in books that they read and recall past information using their developing memory skills. The childminder closely monitors and tracks children's progress, which helps her to quickly identify any gaps in their learning.

Personal development, behaviour and welfare are good

Children display close bonds with the childminder. She encourages good manners and is respectful towards the children, and this helps them to develop important social skills. Children show a good awareness about waiting for their turn to speak or when sharing toys with each other. The childminder offers children praise and encouragement when they try to complete tasks and this helps them to build on their self-esteem and confidence. The childminder helps children to build other friendships and an awareness of the similarities and differences in themselves and others. For instance, at weekly playgroup meetings, visits to the park or walks in the community.

Outcomes for children are good

Children are developing well from their initial starting points. They are engaged and enthusiastic in their play and learning. Children use simple technology in their everyday play. For example, they learn by pressing buttons that they can repeat their favourite songs. Children are aware of their own needs and wants, and can express these with ease. They are developing the necessary skills for the next stage in their learning.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY498168 |
| Local authority | Surrey |
| Inspection number | 1042429 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 2 - 5 |
| 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 2016 and lives in Redhill, Surrey. She operates all year round from 7am to 6pm on Monday to Friday. The childminder has a relevant childcare qualification at level 3.

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