

Childminder Report

Inspection date	13 June 2018
Previous inspection date	27 March 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 completes accurate assessments of children's starting points and tracks their progress well overall. She ensures that all children make good progress.
- The childminder successfully encourages children to represent and develop their own ideas in art and design. For example, they made detailed models with recyclable materials and dough.
- The childminder recognises children's interests and preferred learning styles, such as outdoor learning, and provides well for them to access learning in this way. They enjoy exploring woodlands, experimenting with snow and engaging in physical exercise.
- The childminder explains the house rules consistently well. She is kind and patient, and follows these rules through by paying excellent consideration to safety. Children are very settled and show a strong sense of belonging.
- The childminder makes good use of self-evaluation to develop her activity planning. For example, after attending training, she now plans more effectively for each area of learning when taking children on woodland walks.

It is not yet outstanding because:

- The strong and effective partnerships the childminder has established with most children's other early years providers are not in place for all children.
- Although the childminder models good language skills, she has not sought to develop her understanding about the different types of speech, language and communication needs, and ways to support children's development in these areas of learning.

What the setting needs to do to improve further

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

- explore ways of sharing information about children's learning and development with the other settings that all children attend, to ensure that they receive consistent learning support
- develop further knowledge of how to support children who have speech, language and communication needs.

Inspection activities

- The inspector observed the children indoors and in the garden.
- The inspector looked at the childminder's range of play and learning resources and equipment, and observed the suitability of the premises.
- The inspector sampled a range of documentation, including children's records and evidence of the childminder's suitability. The inspector discussed the childminder's self-evaluation with her.
- The inspector discussed the childminder's practice with her and the impact of her engagement with children.
- The inspector took account of the views of parents.

Inspector

Amanda Tyson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder refreshes her knowledge of safeguarding well and completes training to ensure she understands new legislation. She has a clear understanding of the procedures to follow if she is worried about any aspect of a child's welfare. The childminder shares all her observations and assessments with parents and involves them in supporting children's learning well, overall. For example, she has purchased books in children's home languages and shares these with grandparents who speak to the children in their home language.

Quality of teaching, learning and assessment is good

Overall, the childminder has a good understanding of child development. She successfully encourages children to talk. For example, children described their model robots and explained that the bottle tops represented buttons. The childminder promotes children's understanding of capacity well. For example, children enjoyed using the words 'heavy' and 'light' to describe the different containers. The childminder provides good opportunities for children to learn about the world around them through practical experiences, for example, by visiting the farm and zoo, and by planning cooking activities.

Personal development, behaviour and welfare are good

Children are cared for in a safe, well-resourced and nurturing environment. The childminder lays strong foundations for children to adopt healthy eating habits and learn how to meet their own dietary needs. For example, she involves them in making dairy-free pesto, highlighting the healthy ingredients, such as basil and spinach. The childminder explains that 'nutritional yeast' is like cheese, but not cheese. The childminder gives good attention to helping children learn to value each other's cultural backgrounds and traditions. For example, children have fun dancing to Indian music and learning words in Bulgarian.

Outcomes for children are good

Children are well prepared for school. They confidently express their ideas verbally and creatively. They show great concentration as they transfer quantities of rice into different containers using tools, such as tweezers, scoops and spoons. They enjoy writing letters and numbers on bottle tops, which they then place in sequence. Children develop good independence skills. They dress themselves and learn to put on their shoes.

Setting details

Unique reference number	EY465310
Local authority	Surrey
Inspection number	1069473
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	27 March 2014
Telephone number	

The childminder registered in 2013 and lives in West Ewell, Surrey. The childminder works Monday to Friday throughout the year, between 7.30am and 6.30pm.

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