

Childminder Report

Inspection date

2 July 2018

Previous inspection date

6 August 2015

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

- Effective settling-in procedures, including visits to children in their own homes, support the childminder to meet children's individual needs from the start.
- The childminder regularly checks the environment and resources to make sure they are safe and suitable for children to use.
- Children make good progress from their individual starting points. The childminder completes regular observations on children. This helps her to identify children's progress to date, and plan activities to support their interests and learning further.
- Children learn the skills that will help them in their future, including school. For example, preschool children complete simple tasks, such as independently managing their personal care routines.

It is not yet outstanding because:

- The childminder does not gather as much information as possible from parents to support children learning English as an additional language. For example, she does not consistently find out from parents all that children already know and can do in their home language.
- The organisation of some areas of the environment do not fully support children's independence, choice and decision-making skills during their play.
- The childminder does not involve parents in evaluating the setting to help her more precisely identify the strengths and weaknesses in her practice.

What the setting needs to do to improve further

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

- make better use of information gathered from parents, to support children learning English as an additional language to make the best possible progress in their learning
- enhance the learning environment even further to support children's independence, choice and decision-making skills as they play
- involve parents more effectively in the evaluation of the setting, to help identify areas for improvement.

Inspection activities

- The inspector viewed a range of documents, such as the paediatric first-aid certificate and public liability insurance.
- The inspector held discussions with the childminder about practice, including how she assesses children's learning to ensure that they make good progress from their starting points
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector observed the interactions between the childminder and children and considered the impact this has on their learning.
- The inspector viewed the areas of the home used by children.

Inspector

Ingrid Howell

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of the signs that a child may be at risk of harm. She knows the procedures to follow if she has concerns about a child's welfare. She makes good use of networking opportunities, as well as completing online research, to help keep her knowledge up to date and gain ideas for activities. Regular discussions with other professionals, such as other childminder's, help her to evaluate her provision and share examples of good practice. She has good links with other settings that children attend. She talks to them to help give them an all-round understanding of how children are developing. Overall, the childminder works well in partnerships with parents, sharing information about children's development and activities. Parental feedback is very positive. Parents praise the high standards of care and learning provided by the childminder.

Quality of teaching, learning and assessment is good

The childminder understands how children learn and develop. She observes children to find out what they can do and uses this information to extend their learning further and plan activities. She interacts well with them and asks questions to support their learning further. For example, when children choose to play with construction materials, the childminder suggests they create different shapes and solve problems, such as how to stack them so that they don't fall. The childminder is skilled in helping children to gain communication and language skills. For instance, she talks clearly to children learning English as an additional language and introduces new words to support their emerging understanding and speaking skills. She supports children's mathematical skills well. For example, as they play with rice she uses words, such as 'full', 'empty', 'heavy' and 'light' to describe the weights and measurements of the rice.

Personal development, behaviour and welfare are good

Children are happy, well settled and have a positive sense of belonging. They form strong attachments to the childminder, who knows them well. She meets children's emotional and physical needs effectively. She uses a variety of strategies to help children to learn about what is expected from them. For example, she has simple house rules that all children are required to respect. Consequently, children of all ages play cooperatively, and their behaviour is good. Children enjoy healthy snacks and meals and enjoy regular fresh air and exercise. For example, they have regular visits to woods and open spaces to run around and build dens.

Outcomes for children are good

All children make good progress in their development. They have a positive approach to learning and demonstrate a strong willingness to explore and try new things. Toddlers confidently develop good physical skills, for instance, they enjoy making marks with paint on a chalkboard. Pre-school children show good imaginative skills as they use stacking cups to make pretend cupcakes.

Setting details

Unique reference number	EY351612
Local authority	Surrey
Inspection number	1129873
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	6 August 2015
Telephone number	

The childminder registered in 2007 and lives in West Molesey, Surrey. The childminder works Monday to Friday, from 8.30am to 6.30 pm, all year round.

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