

Childminder report

Inspection date	10 August 2018
Previous inspection date	22 October 2014

The quality and standards of the early years provision	This inspection: Previous inspection:	Good 2	2 2
Effectiveness of 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

The provision is good

- All children make good progress from their starting points. They are keen and active learners who develop good skills for their future learning, including pre-school and school.
- The childminder has good relationships with other settings that children attend. She shares valuable information with them about their children. This good communication promotes continuity of care and learning to help meet children's needs successfully.
- Children make independent choices about what they want to do in the child friendly, well-resourced environment.
- The childminder knows the children well. She plans for their next steps in learning effectively and uses their interests successfully to help engage them in a wide variety of experiences.
- Children are kind, polite, co-operative and considerate towards others. For example, they play games well together and understand the need to take turns and share.

It is not yet outstanding because:

- At times, the childminder misses opportunities to develop children's awareness of numbers and counting, to extend their mathematical skills.
- The childminder has not focused her professional development on acquiring new, precise skills and knowledge that will help to further improve learning outcomes for children.

What the setting needs to do to improve further

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

- increase opportunities for young children to develop a greater awareness of mathematics
- make the most of professional development opportunities to further increase the potential for children to make rapid progress in their learning and development.

Inspection activities

- The inspector observed the interactions between the childminder and children.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of the statutory requirements.
- The inspector viewed a selection of documents, including policies and records on children's learning and development.
- The inspector read feedback from parents and children and considered their views.
- The inspector completed a joint evaluation of an activity with the childminder.

Inspector
Ingrid Howell

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of the signs that indicate a child may be at risk of harm. She has a secure knowledge of the procedures to follow if she has concerns about a child's welfare. She monitors children's progress well. She regularly observes them as they play to help ensure they make good progress, and plans well for their future learning. Positive relationships between the parents and the childminder helps to ensure that there is a shared approach to children's care and development. The childminder successfully evaluates her service. She gains the views of children, parents and other professionals to determine what works well and gain ideas on how to develop further.

Quality of teaching, learning and assessment is good

The childminder is very effective in helping children to develop good language and communication skills. For example, as children play, she asks them thought-provoking questions and encourages them to recall past experiences. Children confidently talk about people and pets who are familiar to them. Young children enjoy listening to stories and concentrate well for long periods. The childminder uses these interests to help extend their understanding further. For instance, she asks them to identify the soft hair of a character in a story and make comparisons to their own hair.

Personal development, behaviour and welfare are good

The childminder is kind, friendly and welcoming. She plays with children and actively becomes involved in their games. As a result, children enjoy attending the setting and have strong attachments to her. She provides children with plenty of opportunities to be physically active and learn about the importance of leading a healthy lifestyle. For example, they make many visits to local parks, eat healthy nutritious meals and follow good hygiene practices. The childminder helps them to learn about where foods come from. For instance, they collect eggs laid by the childminder's chickens and talk about the edible ingredients used to make dough.

Outcomes for children are good

Children have fun as they learn and are eager to join in with activities. They develop good speaking and listening skills, listen to others and are confident to speak with the childminder and other children. They develop independence and enjoy many opportunities to use their physical skills outdoors. Young children show high levels of imagination as they role play caring for babies and act out being the parent. All children have a positive approach to learning and show a strong willingness to try new tasks, including those that they find a little challenging.

Setting details

Unique reference number	160512
Local authority	Surrey
Inspection number	10060918
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 October 2014

The childminder registered in 1997. She lives in Staines-upon-Thames. The childminder offers care Monday to Friday all year, except bank holidays and family holidays. She holds a relevant early years qualification at level 3. The childminder receives funding to provide free early years education for children aged three years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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