

Childminder report

Inspection date	21 September 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

- The childminder knows the children well. She uses information from her assessments of their progress to provide enjoyable activities and experiences to support their active learning. Children make good progress.
- The childminder has effective partnerships with schools and professionals at other settings children attend. She continually exchanges information to keep them fully involved and to provide consistency for children.
- The childminder organises her environment well. Children enjoy their time at the setting and readily take part in the activities on offer.
- The childminder is kind and caring and responds to the individual needs of children. For example, she offers cuddles to children when they show signs of tiredness.
- The childminder is committed to making continual improvements. She welcomes feedback from parents and children, and identifies areas where she needs to improve the service she offers for families.

It is not yet outstanding because:

- The childminder does not use all opportunities to support children to make the best possible progress in developing their speaking skills.
- The childminder does not initially seek detailed information from parents about what children already know and can do, to maximise children's learning at the earliest opportunity.

What the setting needs to do to improve further

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

- strengthen opportunities to support children to make the best possible progress in developing their speaking skills
- seek more initial information from parents about what children already know and can do, to help establish children's starting points at the earliest opportunity and maximise their learning.

Inspection activities

- The inspector toured the premises and reviewed the resources with the childminder.
- The inspector observed the childminder and children during their activities and discussed her observations with the childminder.
- The inspector held discussions with the childminder and children throughout the inspection.
- The inspector looked at a range of documentation, including policies and procedures, risk assessments and the children's learning and assessment records.

Inspector
Jane Franks

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is confident in her ability to follow the local child protection procedures if she has a concern about a child's welfare. The childminder has a range of detailed policies and procedures. She effectively implements these into her practice and completes daily risk assessments to help keep children safe. The childminder closely monitors children's progress. She is effective in identifying any gaps in children's learning and addresses them very quickly. For example, she works closely with parents and offers suggestions to support children's learning at home. Parents are complimentary about the service the childminder provides. The childminder updates her knowledge and skills regularly. This helps to improve learning outcomes for children. For example, following recent training, children have further opportunities to make marks outside.

Quality of teaching, learning and assessment is good

Children develop their small-muscle skills in preparation for early writing. For example, they show good coordination, scooping and tipping rice into small tubes. The childminder promotes children's mathematical skills well. For example, children use mathematic language in their play, such as 'more than' and 'less than'. They learn to recognise written number and show an understanding of shape and size. Children learn to problem solve at a young age. They show high levels of concentration and good imagination, for example, constructing bridges and towers. Children thoroughly enjoy exploring different textures. They manipulate dough and learn to use tools, such as rollers and knives for a purpose.

Personal development, behaviour and welfare are good

The childminder provides a welcoming and nurturing environment. Children experience many opportunities to socialise with others and develop a good understanding of their own community. For example, they visit local groups and find out about the people who live around them. The childminder effectively manages children's behaviour. She offers consistent praise for their achievements and teaches young children to manage their emotions. For example, children look in the mirror and talk about how they are feeling. Children develop an awareness of personal safety. For example, they take part in evacuation drills and learn how to cross roads safely.

Outcomes for children are good

Children are inquisitive and eager to learn. They listen to the childminder and follow simple instructions. Children have daily opportunities for fresh air and physical exercise. For example, they enjoy walks in the community and regular visits to local parks. Children show an interest in books and listen to stories with genuine interest. They develop the skills they need for their move to nursery and school.

Setting details

Unique reference number	EY537650
Local authority	Surrey
Inspection number	10077010
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	5
Number of children on roll	5
Date of previous inspection	Not applicable

The childminder registered in 2016 and lives in Staines, Surrey. She operates all year round from 8am to 6pm, Monday to Friday, except for family and bank holidays. The childminder holds an appropriate home-based childcare qualification.

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