

Childminder report

Inspection date	25 September 2018
Previous inspection date	14 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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 works well with her assistant and keeps up to date effectively with new practice and current guidelines.
- The childminder identifies any gaps in children's learning well and works with parents and other professionals to support children's ongoing development.
- Children choose their own resources, from easily accessible storage units, and are keen to learn in a warm and friendly environment.
- The childminder knows each child well and adapts her practice to suit their individual needs. For example, she engages younger children by using gestures and noises and asks questions of older children.
- The children form strong attachments to the childminder. Children are keen to learn in a safe and welcoming environment where they are valued and respected.
- Children learn the skills they need to help them with their future learning. For example, they learn to share, take turns and begin to manage small tasks on their own.

It is not yet outstanding because:

- Occasionally, the childminder misses opportunities to extend younger children's emerging early writing skills.
- The childminder does not fully support children to explore a variety of print in everyday situations, to help them recognise that words carry meaning, especially in the outside environment.

What the setting needs to do to improve further

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

- make the most of all opportunities to build on younger children's emerging early writing skills
- strengthen ways to encourage children to explore a variety of print, especially in the outside environment, to help them recognise that words carry meaning.

Inspection activities

- The inspector sampled documentation, including planning, children's development records, policies and procedures.
- The inspector spoke with the childminder at convenient times during the inspection.
- The inspector observed the childminder interacting with the children.
- The inspector took into account the written and verbal views of parents.
- The inspector viewed the premises used for childminding purposes.

Inspector
Susan Allen

Inspection findings

Effectiveness of leadership and management is good

The childminder reflects daily on her practice, with her assistant, and evaluates her setting well. She reviews activities with children and parents, and seeks their opinion on how she can improve. For example, after discussing the menu and children's preferences, the childminder incorporated their changes into the menu. She meets often with her assistant to help him understand his role and responsibilities. She has supported him to train further, which has improved his practice in teaching early mathematical skills. The childminder has conducted her own research to build on her professional knowledge. For example, she has improved her understanding of children who have special educational needs (SEN). She is aware of what to look out for if she has a concern about a child's welfare and has clear policies and procedures to follow. Safeguarding is effective. Since the last inspection, the childminder has enhanced opportunities for children to take time to explore and investigate the resources.

Quality of teaching, learning and assessment is good

The childminder supports children to explore differences effectively, for example, through toys, books and other resources. She extends children's understanding of the diversity of the world around us. For instance, she explains why Indian food is spicy and how people from around the world may look different. She extends children's vocabulary and understanding well. For example, during a discussion about vehicles, she explained what a crane is and how magnets work. The childminder has a variety of interesting resources, such as an electronic toy with different buttons to help children understand how some things work for a purpose. She teaches children about mathematics effectively. For example, young children begin to count and older children learn to problem solve for themselves. Children explore musical instruments and learn how to make a simple beat on the drum.

Personal development, behaviour and welfare are good

The childminder acts as a positive role model. She helps build children's self-esteem and consistently acknowledges their good behaviour. She meets the needs of children in her care effectively and successfully promotes caring and kind behaviour. Children are happy and confident and play well together. For example, older children help younger ones during their play. The childminder supports children's emotional development well. Children are kind and considerate to others. The childminder teaches children about the importance of a healthy lifestyle. For instance, she explains how sugary food is not good for your teeth. She also shares healthy eating advice with parents.

Outcomes for children are good

Children enjoy a range of visits and experiences. For example, they visit parks, other childminding groups, and play centres. Children learn about the importance of technology, such as when using toys with buttons. They learn good communication skills and chat happily, recalling a previous visit to a local shopping centre. All children, including those who have SEN, make good progress from their starting points.

Setting details

Unique reference number	EY386637
Local authority	Surrey
Inspection number	10074197
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	2 - 12
Total number of places	12
Number of children on roll	24
Date of previous inspection	14 January 2016

The childminder registered in 2008. She lives in Redhill, Surrey. She works with an assistant. The childminder operates Monday to Friday from 8am to 6pm. She holds qualified teacher status.

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