

Childminder report

Inspection date	12 November 2018
Previous inspection date	30 November 2015

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 is warm and welcoming in her nature, and acts as a good role model to children. Children happily engage in activities and behave well. They understand the rules and boundaries in place.
- Children make good progress in their learning. The childminder knows children well and has a good understanding of their individual learning styles. Planning is concise and takes account of children's individual interests and their next steps in learning.
- She completes observations and tracks children's learning and development regularly. This helps her to know about children's progress and their next steps, and to spot any gaps in their development.
- Through written references and thank you cards, parents express high levels of satisfaction with the care and education that the childminder provides.
- The childminder supports children to attend to their own personal care routines. They learn about the importance of following good handwashing routines. Children independently use the toilet, politely letting her know where they are going.

It is not yet outstanding because:

- Partnerships with parents are not developed as fully as possible to encourage the very best support for children's learning at home.
- The childminder has not fully developed the links with other early years providers to share information and coordinate children's ongoing progress.

What the setting needs to do to improve further

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

- extend opportunities for parents to be more involved and contribute to their children's learning and development
- enhance the partnerships with other settings that children attend, in order to promote a more effective exchange of information about children's learning and development.

Inspection activities

- The inspector observed activities and the quality of the childminder's interaction with the children. She also discussed the effectiveness of an activity with the childminder.
- The inspector observed the management of children's care routines.
- The inspector sampled documentation and discussed the childminder's knowledge of the requirements of the early years foundation stage.
- The inspector took account of parents' views.

Inspector
Sarah Richards

Inspection findings

Effectiveness of leadership and management is good

Children play in a safe, secure environment. The childminder ensures that all areas of her home are maintained to a good standard of cleanliness. She has addressed the recommendations raised at her previous inspection. Children now benefit from encouragement to link sounds with letters as they play. The childminder is confident about how she would report any concerns about a child and regularly updates her knowledge. For example, she has completed courses to understand the ways children may be at risk of harm from extreme behaviours and views. Safeguarding is effective. The childminder is reflective and evaluates her setting, and the learning opportunities she provides.

Quality of teaching, learning and assessment is good

The childminder provides interesting and enjoyable activities to challenge children's learning and development. She understands how different children learn and adapts her teaching effectively. For example, she simplifies her language for younger children, so that they can build on their developing vocabulary. The childminder monitors children's progress and plans effectively to challenge and extend their learning. She interacts well with the children and supports their learning further with questions that encourage them to think for themselves. For example, older children correctly name colours and shapes as they paint and create pictures.

Personal development, behaviour and welfare are good

Children form warm and nurturing relationships from the childminder. The childminder uses her garden and walks in the local community to promote fun and learning outside. These experiences provide wonderful opportunities for children to use their physical skills. The childminder helps children to develop positive relationships with others. Children are kind to one another and are beginning to learn how to share and take turns. The childminder is effective at creating opportunities for children to learn about their own culture and those of other minded children. For instance, children who speak English as an additional language benefit from seeing their language in print within the setting.

Outcomes for children are good

Children are very happy, settled and secure in the childminder's care. They are enthusiastic learners who are keen to take part and are developing the necessary skills for their move to school. Children are acquiring good mathematical development skills. For instance, they are eager to explore shapes and numbers as they paint. They learn to manage tasks for themselves to support their independence, such as feeding themselves at mealtimes and helping to put toys away. Babies independently explore toys and press buttons to discover what will happen.

Setting details

Unique reference number	EY435113
Local authority	Surrey
Inspection number	10066224
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 6
Total number of places	5
Number of children on roll	4
Date of previous inspection	30 November 2015

The childminder registered in 2011. She lives in Farnham, Surrey. The childminder works Monday to Friday, all day, for most of the year.

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