

Childminder report

Inspection date	20 November 2018
Previous inspection date	10 August 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 communicates well with parents. This effectively supports continuity of care and helps parents know how to continue their child's learning at home.
- All children make good progress in their learning and development. They develop skills that will help them become more independent in the future. Children confidently express their needs and feelings to the childminder.
- The childminder demonstrates the characteristics of effective teaching well. She uses skilful questioning as one strategy to help her support children's language and communication development.
- The childminder promotes children's self-esteem well. She praises and encourages children to join in with group activities and she is nurturing in her manner.

It is not yet outstanding because:

- Although the childminder monitors the progress of children's learning and development, her arrangements are not yet precise enough to help children make rapid progress.
- At times, the childminder in her enthusiasm, moves children on too quickly during their play. This does not consistently allow them sufficient time to finish their chosen activity.

What the setting needs to do to improve further

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

- track children's progress even more precisely to help children make the best possible progress in their learning
- allow children more time to follow their choice of play to further develop their preferred styles of learning.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector took account of the views of parents through reading the written feedback provided.
- The inspector held a number of discussions with the childminder. She looked at a selection of relevant documentation.
- The inspector spoke with the children during the inspection.
- The inspector and the childminder jointly observed and evaluated the effectiveness of an activity together.

Inspector

Hazel Farrant

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder updates her child protection knowledge regularly. She ensures all her documents, including policies and procedures, reflect the latest requirements. She is alert to any signs that may indicate a child protection concern and knows how to make a referral if a child is at risk of harm. The childminder uses risk assessments well to identify and minimise any potential hazards. This helps to ensure children play in a safe and secure environment. The childminder regularly reflects on her practice and seeks the views of parents. Since her previous inspection, she has made improvements to ensure children can independently choose resources. The childminder keeps her childcare knowledge up to date. For example, she completes all mandatory training and has discussions with other childminders to share good practice.

Quality of teaching, learning and assessment is good

The childminder observes children from when they first join the setting. Parents contribute to initial assessments and share information about children's home life with the childminder. The childminder plans a range of suitably challenging activities based on children's interests and what they need to learn next. She shares her time equally between all children in her care. This helps to ensure all children benefit from the quality of teaching she provides. The childminder supports children's communication and language well. For example, when reading a story or listening to songs, the childminder clearly repeats what children have said and extends their vocabulary. The childminder helps children to learn about number and colour. For example, when playing a game of bouncing a ball she calls out the number of bounces and the colour of the ball.

Personal development, behaviour and welfare are good

Children form a secure emotional bond with the childminder. They are happy and settle quickly into the childminder's home. Children have a good understanding of the routine of the day. They enjoy daily outdoor play. Children practice their physical skills when they visit local parks and use ride-on toys in the childminder's garden. Children play nicely together and behave well. The childminder gives clear rules and expectations for behaviour. She sensitively helps children to learn how to share, take turns and instils positive values in them.

Outcomes for children are good

Children make good progress from their starting points and develop the skills they need in readiness for pre-school or school. They are actively involved and motivated in their learning. Children are confident, happy and seek out others to share experiences with.

Setting details

Unique reference number	EY245752
Local authority	Surrey
Inspection number	10066198
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 2
Total number of places	5
Number of children on roll	3
Date of previous inspection	10 August 2015

The childminder registered in 2003 and lives in Woking, Surrey. She works Monday to Friday for most of the year.

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