

Childminder report

Inspection date	27 November 2018
Previous inspection date	18 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

This provision is good

- The childminder monitors children's development and identifies any gaps in learning well. She puts effective plans in place to help ensure all children make good progress.
- The childminder prepares children well for school in several ways. For example, she begins to sound out words to help children develop their awareness of letters and the sounds they represent.
- Children develop warm and secure attachments to the childminder and each other. The childminder encourages children to choose activities to help them become motivated learners.
- The childminder supports the children's well-being effectively. She cuddles them and gives them praise to effectively build on their developing self-esteem.
- Children are happy and confident. The childminder helps them develop good skills for their future learning. For example, children learn simple routines and tidy away toys after playing with them.
- The childminder keeps her knowledge current, such as information about new legislation and practice changes.
- The childminder does not consistently provide opportunities for children to learn about, value and develop an understanding of their own and other cultures to strengthen their understanding of the people around them and diversity.
- The childminder does not always use a variety of methods to involve the parents further and gain their views on how to develop children's next steps in learning.

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 children to learn about their own and other cultures and develop an understanding of diversity
- strengthen the involvement of parents in the development of their children's next steps in learning.

Inspection activities

- The inspector viewed the areas of the childminder's home used by children.
- The inspector spoke to children and viewed their activities.
- The inspector spoke to parents and took account of their views.
- The inspector observed the childminder interacting with children and spoke with her at convenient times during the inspection.
- The inspector sampled documentation, including planning, children's development records, policies and procedures.

Inspector
Susan Allen

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder knows what to do and who to contact if she is concerned about a child's welfare. She makes effective use of opportunities to develop her skills. For example, she has completed her own research to help her support children's developing speech and language. This has had a positive impact on her practice. The childminder evaluates and reflects on her practice well. She seeks the views of parents and children to identify areas for improvement. Since the last inspection, the childminder has strengthened opportunities for children to explore and learn about the natural world. For example, children learn how to grow plants from seeds. She has also enhanced links with other early years settings children attend to help develop their consistency of care and learning.

Quality of teaching, learning and assessment is good

The childminder supports children's language and communication skills well. She talks to children as they play, listens to them and introduces new words. For example, she explains how an animal doctor is a vet. Children learn that a person that travels in space is an astronaut and they travel in a space craft 'higher than the moon'. The childminder adapts activities so that all children can join in. For example, children enjoyed sharing a story and the childminder asked them questions suitable for their age and understanding. Older children discussed different birds, such as an owl, rook and blackbird and younger children named and made noises for the different animals in the story.

Personal development, behaviour and welfare are good

The childminder is a good role model and children behave well. They begin to learn to share and negotiate effectively. For example, children swap toys while playing. Children quickly learn good practices that help keep them healthy and safe. For example, they know they need to wash their hands before eating. They learn how to keep safe effectively for instance, they learn to sit on a chair correctly and understand discarded toys may be a trip hazard. Children enjoy choosing their own lunch and learn to be independent well. For instance, they spread the butter on the bread and choose the sandwich filling. They know if they do not drink water they may feel sick and know to keep hydrated.

Outcomes for children are good

Children make good progress from their starting points. They enjoy a wide variety of interesting and exciting activities. For example, they use different craft materials to make their own art work. They use the musical instruments and dance and move to the music and know how to turn the disco light machine on and off. Children learn to share and take turns and are beginning to be aware of the needs of others. For example, children help one another to look for resources.

Setting details

Unique reference number	EY438598
Local authority	Surrey
Inspection number	10066226
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 7
Total number of places	4
Number of children on roll	6
Date of previous inspection	18 August 2015

The childminder registered in 2012. She lives in Lower Kingswood, Surrey. The childminder operates from Monday to Friday, from 8.30am to 5.30pm for most of the year. She holds a level 2 childcare qualification. The childminder receives funding to provide free early education for children aged three-years-old. The childminder regularly works with a co-childminder.

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