

Childminder report

Inspection date	6 December 2018
Previous inspection date	18 July 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Since the previous inspection the childminder has made improvement so she now monitors the education programmes and the progress children make effectively. This helps her to ensure there are no gaps in children's learning. The childminder clearly knows what children need to learn next in their learning and development.
- The childminder provides activities that are interesting and challenging, within and outside of the home. Children are engaged and motivated, and make good progress in their learning.
- The childminder develops good relationships with parents and they exchange regular information with each other. This helps parents to continue their child's learning at home and also supports continuity of care.
- Children are happy, confident and secure in this homely and welcoming environment. Children settle very quickly and develop strong bonds with this kind and caring childminder.
- The childminder does not make the most of opportunities to extend children's understanding of the importance of good hygiene to maintain their health. For example, she does not encourage children to wash their hands or explain why this is necessary before they eat or touch food.
- The childminder has not fully thought through how she can help younger children to build spontaneously on their pre-writing skills when the interest takes them.

What the setting needs to do to improve further

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

- make better use of opportunities for children to learn about the importance of good hygiene
- provide more opportunities for younger children to practise and build on their early writing skills.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She looked at a selection of relevant documentation.
- The inspector spoke to 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

The childminder has much improved her knowledge and understanding of her responsibilities in meeting the legal requirements of the early years foundation stage. The arrangements for safeguarding are effective. The childminder has a robust understanding of how to keep children safe and secure. She clearly knows the signs of abuse and neglect and the procedures to follow should she have a concern about a child. The childminder has a good understanding of the number and ages of children she may care for. This all contributes positively to children's safety. The childminder reflects on her practice to identify areas for improvement. She networks with other childminders and uses advice from her local authority early years development adviser. She demonstrates keenness to make improvements and continually better the outcomes for children.

Quality of teaching, learning and assessment is good

The childminder uses a range of effective strategies to promote children's communication and language skills. For example, she introduces new words and tunes into each child's communication. The childminder models and demonstrates the words and actions in songs and rhymes. She provides a rich learning environment for children to develop their communication and language skills. The childminder makes learning enjoyable. For instance, she counts the number and colour of the blocks when she helps young children to build a tower. She uses musical instruments to encourage babies to copy the pattern and rhythm of the sounds she makes. Babies concentrate well and smile when they realise they are doing the same as the childminder. They have lots of fun together.

Personal development, behaviour and welfare are good

The childminder provides children with a calm, home-from-home environment. Children enjoy their time with the childminder. She offers children regular praise and acknowledgement for their achievements. Children behave well and quickly form friendships with one another. The childminder provides children with a good balance of meals and snacks, and drinking water is always easily accessible. Babies learn how to be independent. For instance, the childminder encourages them to feed themselves when they show signs of readiness. Children benefit from frequent opportunities to develop their physical skills in different ways. For example, they enjoy playing in the garden, going on walks and on visits to soft-play centres. This also helps children to mix with others and develop good social skills.

Outcomes for children are good

Children make good progress from their starting points. They show good levels of enjoyment and concentration as they play. Babies show increasing levels of confidence as they begin to explore the environment. They are starting to make decisions and choices confidently about their play as they stop and investigate resources that interest them. Children gain the skills they will need ready for when they start school.

Setting details

Unique reference number	EY554137
Local authority	Surrey
Inspection number	10085306
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 2
Total number of places	5
Number of children on roll	3
Date of previous inspection	18 July 2018

The childminder registered in 2017 and lives in Chertsey, Surrey. She works Monday to Friday for most of the year. The childminder holds an early years qualification at level 3.

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