

Childminder report



Inspection date	8 January 2019
Previous inspection date	12 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

This provision is good

- The childminder provides a nurturing environment. Children are welcomed into the safe, warm and inviting setting and are keen to learn.
- The childminder builds secure attachments with children. She cuddles them and gives them constant praise, which helps to build their self-esteem and promotes their well-being.
- The childminder keeps parents well informed. For example, she talks to them every day and provides a daily diary. She effectively involves parents in their child's learning.
- The childminder knows the children well and uses this knowledge to adapt activities for children of differing abilities. All children make good progress.
- Children quickly learn simple, good practices that help keep them healthy and safe. For example, they know they need to wash their hands before their snack or lunch.
- Children are motivated to learn and develop good levels of independence and confidence. The childminder prepares them well for their move to school.
- At times, the childminder does not provide opportunities for children to learn about, value and develop an understanding of their own and other people's similarities and differences to help them understand diversity in a positive way.
- The childminder does not consistently use observations and assessments to inform her planning to help tailor children's learning experiences more effectively.

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 value and develop an understanding of their own and other people's similarities and differences to help them learn about diversity in a positive way
- develop the use of observations and assessments of children's achievements, interests and learning styles in order to plan relevant and motivating play experiences for each child.

Inspection activities

- The inspector viewed the premises used for childminding.
- The inspector observed the childminder interacting with the children.
- The inspector took into account the views of parents.
- 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.

Inspector
Susan Allen

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is aware of what to look out for if she has a concern about a child's welfare and she has effective procedures to follow. She keeps up to date with new legislation and develops her practice well. For example, she attended training and is now better able to support children who learn in different ways. The childminder's training has made her more reflective on how to improve and work with children and parents in order to develop her setting and practice further. The childminder has a good relationship with parents and other professionals. They work together to promote children's learning and care. For example, they share strategies, such as facial-muscle exercises to help improve children's speech. Since the last inspection, the childminder has reviewed how the arrangement of toys and resources is accessible to promote children's independent choices further.

Quality of teaching, learning and assessment is good

The childminder encourages the development of young children's communication and language skills effectively. For example, she helps babies understand the patterns of speech, listening intently when they babble and talking back in response. She repeats back words to most-able children and points to objects for younger children. The childminder teaches early mathematical skills well. For example, she encourages children to count and uses language such as 'lots', 'many', 'short' and 'tall'. This helps children's mathematical knowledge to develop. Children use a variety of interesting resources. For example, during story time, children have fun with 'lift and flap' books and use toys with buttons, and begin to understand how things work. The childminder challenges children's stereotypical views well. For example, she reads a book about flying and explains how women as well as men can be pilots.

Personal development, behaviour and welfare are good

Children learn to be kind and caring. For instance, a child offered a comforter to another who was upset. Children are encouraged to make healthy food choices. For example, the childminder offers a range of fresh fruit and vegetables. The childminder talks to children about how sugars in food are not good for their teeth. The childminder is a good role model and children's behaviour is good. She encourages good manners effectively. For example, children are learning to say 'please' and 'thank you' to each other when sharing toys.

Outcomes for children are good

Children begin to learn good skills that will help them prepare for their move to school. For example, they choose their own resources. Children are beginning to learn to share, take turns and play well together. Children's physical skills and abilities develop well, for example when they play in the park. Children learn about the world around them well, such as when they visit the farm, collect leaves and learn about wildlife. Children develop good social skills. They meet other children during outings in the local community, such as visits to toddler groups and soft-play areas.

Setting details

Unique reference number	507402
Local authority	Surrey
Inspection number	10072954
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	12 January 2016

The childminder was registered in 1992. She lives in Hinchley Wood, Surrey. The childminder operates Monday to Friday from 7.30am to 6pm during term time.

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