

Childminder report

Inspection date	9 January 2019
Previous inspection date	13 July 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 stimulating and loving environment. Children are happy and settled and have strong bonds with her.
- Children are fully encouraged to make their own choices in their play and learning. Resources are organised to provide easy access for children of all ages, and this helps to support their changing interests.
- The childminder is very reflective towards her provision. She captures the views and comments of both children and parents to help her identify areas for improvement and completes a yearly audit to continuously raise the quality of the care she provides.
- The childminder helps children to learn about the world and the immediate community around them. For example, children enjoy their many outings to ballet classes and the library to build further on their learning and social experiences.
- The childminder tracks and monitors the progress of the children in her care. She can quickly identify gaps in their learning to help them progress well. Parents are fully involved in setting their children's initial starting points and also the next steps for their future learning.
- Children are confident and independent learners. They display a growing determination in trying to do things for themselves and a perseverance in completing tasks, such as dressing and undressing. This helps children to build on their own self-care skills.
- Occasionally, the childminder misses opportunities to challenge more-able children to build even further on their learning.
- The childminder does not always support older children to learn about waiting for their turn and not interrupting others.

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 the opportunities presented to challenge more-able children to build even further on their learning
- support older children more to learn about waiting for their turn and not interrupting the play of others, to help build on important social skills.

Inspection activities

- The inspector toured the areas of the home used for the childminding provision. She took into account the views and comments of parents.
- The inspector sampled a range of documentation, including suitability checks, policies and procedures and children's developmental records.
- The inspector observed the interaction of the childminder and the children, indoors and outdoors, and the impact the teaching has on their learning and development.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. She also discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The inspector also spoke to the childminder about her professional development, how she evaluates her provision and her current areas for improvement.

Inspector

Gwen Andrews

Inspection findings

Effectiveness of leadership and management is good

The childminder has worked well towards the recommendations from her last inspection. She recognises the importance of sharing information with other professionals to fully support children in their learning and progress. Safeguarding is effective. The childminder has secure knowledge and understanding of how she would swiftly identify any concerns for a child's safety and welfare, and knows the procedures she would use to report these. She makes good use of risk assessments at home and when on outings to minimise harm towards children. The childminder plans well for her own professional development. For example, she attends training and shares ideas and information with other childminders in the area. A recent course has helped the childminder to provide more opportunities to support children's emotional well-being.

Quality of teaching, learning and assessment is good

The childminder knows children well. She uses her assessments and observations of their learning to precisely plan for their changing needs. The childminder helps to build on children's communication and language skills. For instance, babies repeat sounds and simple words as they play, and older children use more extensive vocabulary when they discuss carnivores as they imaginary play with safari animals. Children are increasing their early mathematical skills as they count objects and add simple numbers together to make larger numbers. The childminder helps children to become inquisitive and to have time to work out their own solutions. For example, babies quickly learn to press buttons to play music and older children use magnets to attach toy trains together.

Personal development, behaviour and welfare are good

Children are thriving in the care of the childminder. She is patient and kind, and children are learning about how to care for others. For instance, they take part in fundraising activities to help them build a deeper understanding of the needs of others in the wider world around them. Overall, children behave well. They receive constant praise and this helps them to build confidence in their own abilities. Children are learning to care for themselves and explore simple risks in their learning. For example, older children recognise when they are hot and remove their sweaters, and younger children negotiate the steps into the garden.

Outcomes for children are good

Children are excited and engaged learners. They make steady progress in their learning, with some children exhibiting higher levels in some areas of their development than their predicted age and stage. Children eagerly join in with activities and show a determination to complete tasks independently. They have many opportunities to be physically active in the garden as they run and jump around. Children investigate with sensory games to learn about textures and different sensations, building on their increasing curiosity. Children are gaining the necessary skills for the next stages in their learning and their move on to school.

Setting details

Unique reference number	EY475691
Local authority	Surrey
Inspection number	10075790
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	5
Date of previous inspection	13 July 2016

The childminder registered in 2014 and lives in Merstham, Surrey. She operates Monday to Thursday from 8am to 6pm, all year round. The childminder receives funding for the provision of free education for children aged two, three and four years.

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