

Childminder report

Inspection date	17 January 2019
Previous inspection date	20 June 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

- There is a wide range of resources. For example, children play with a toy record player and use mini records to play. They have a good understanding of technology and how things work.
- The childminder keeps her knowledge current with regard to new legislation and practice changes, to help improve her teaching skills and practice. For example, after attending training on the outdoors, she now supports children in a variety of natural activities, such as building dens in the woods and listening to birds rustling in the trees.
- The childminder teaches children about healthy eating effectively. Children learn how some sugary foods may not satisfy their hunger and how healthy options help them feel fuller for longer.
- The childminder prepares children well for school in a number of ways. For example, she begins to sound out words to help develop their letter recognition.
- The childminder supports children's developing self-esteem effectively. She offers regular cuddles and praise to enhance their emotional well-being.
- The childminder has not fully established links with other early years settings that children attend to more precisely target planning and support, and to build on continuity in their learning.
- The childminder does not always give parents enough details on how they can fully extend their child's learning at home.

What the setting needs to do to improve further

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

- strengthen partnerships with other settings that children attend to more consistently contribute to older children's next steps in learning
- enhance support for parents to continue their children's learning at home.

Inspection activities

- The inspector viewed the areas of the premises children use.
- 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 inspection 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 knows what to do and who to contact if she has a concern about a child's welfare. The childminder reflects regularly on her practice and evaluates her setting well. She reviews activities with children and parents, and seeks their opinion on how she can improve. The childminder follows children's interests well and they are motivated to learn. Since the last inspection, she has extended opportunities for children to use mathematical skills and language as they play. For example, children learn to count and match numbers to quantities. The childminder has also provided children with more ways to understand that there are similarities and differences among people, to further develop their understanding of the wider world.

Quality of teaching, learning and assessment is good

The childminder adapts activities for children of differing abilities well. For example, while reading a story, she asks questions of the older children and points to pictures for the younger children. She uses tone and funny rhyming words to keep children engaged for long periods of time. Children learn to listen well and are well prepared for their future learning and school. The childminder provides children with many opportunities to practise their social skills. For example, after a visit to the dentist, children sit in the dentist chair and receive stickers for good behaviour.

Personal development, behaviour and welfare are good

The children form strong attachments to the childminder and to each other. They are keen to learn in a safe and welcoming environment where they are valued and respected. Children learn about risk and safety well and learn the dangers of not sitting on a chair properly. They learn to tidy up and become familiar with routines. Children are kind and caring to each other and are beginning to be aware of the needs of others. For example, a child gives another child her comforter when she wants it. Children learn to be independent well. For instance, they learn to dress themselves and put their own shoes and coats on. The childminder teaches children about differences well. She explains to children how if you have difficulty breathing you may use an inhaler. She explains how a stethoscope is used to listen to the heart and how some heart beats are louder or faster than others. She discusses how some people need crutches, walking sticks or a wheelchair to help them move around. Children learn about disabilities well.

Outcomes for children are good

Children make good progress based on their starting points. They learn to share and take turns. They have good manners and play well together. Children have lots of opportunities to develop their physical skills. For example, they visit parks, the library, a miniature pony yard and play centres. Children choose their own resources and develop good independence and confidence. They learn a variety of useful skills that prepares them effectively for their next stage of learning and for school.

Setting details

Unique reference number	EY290098
Local authority	Surrey
Inspection number	10073424
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	20 June 2016

The childminder registered in 2004 and lives in Cranleigh, Surrey. She operates Monday to Friday from 7am to 5.30pm, for the majority of the year. The childminder receives funding for the provision of free early education for children aged three and four years. She holds a recognised childcare qualification at level 3.

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