

Childminder report

Inspection date	21 January 2019
Previous inspection date	7 April 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 evaluates and reflects on her practice well. She ensures children make good progress and tracks their development. She identifies any gaps in learning and works with parents and other professionals to implement a development plan.
- Children have good relationships with the childminder. She meets their individual needs well. She uses specific praise to build on their developing self-esteem.
- Children have lots of opportunities to experiment with early mark making. For example, a young child uses a magnetic drawing tool to draw around their hand.
- The childminder extends children's vocabulary well. For example, during a fishing game she names different sea creatures such as starfish, sea horses and crabs.
- Children are motivated to learn and develop good independence and confidence. The childminder prepares them well for their move to school.
- At times, the childminder does not fully support children to explore a variety of print to help them recognise that words carry meaning.
- On occasions, the childminder does not give children time to respond to the questions she asks, to help build on their developing thinking and problem-solving skills.

What the setting needs to do to improve further

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

- strengthen ways to encourage children to explore a variety of print to help them recognise that words carry meaning
- allow children more time to answer questions and to solve problems to further develop their thinking and learning skills.

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 written 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

The childminder is aware of what to look out for if she has a concern about a child's welfare and has clear policies and procedures to follow. Safeguarding is effective. The childminder has conducted her own research to build on her professional development. For example, she has improved her knowledge of how boys learn. She provides different learning resources and plans enjoyable activities, such as, visits to the park and woods to keep boys motivated to learn. Since the last inspection the childminder has increased opportunities for children to direct their own learning, particularly so they learn to make their own decisions and express their ideas fully.

Quality of teaching, learning and assessment is good

The childminder supports children to explore differences and extends children's understanding of the world around us effectively. Children celebrate Diwali and learn about different cultural festivals. The childminder teaches children about the world around us. For example, they go on a winter walk and learn about the woods, acorns and bark. They visit the pond and learn how fisherman catch fish. They discuss shadows the sun makes and how leaves fall from the trees in winter and how blossom is on the trees in the spring. The childminder teaches children about healthy eating and shares good practice with parents. They visit a farm and children learn where food comes from and how chickens lay eggs. The childminder provides various ways for children to explore and use different materials. For example, children use textured paper to make fishes. The childminder adapts activities and provides effective support so that all children can join in. For instance, older children enjoyed using glue sticks while younger children used easier to handle glue brushes.

Personal development, behaviour and welfare are good

The childminder is a good role model and children behave well. She helps children learn how to value one another and treat each other with respect. They quickly learn simple good practices that help keep them healthy, such as covering their mouths when coughing. Children are happy and play well together in the safe and welcoming environment. For example, older children offer toys to younger children and help them during their play. Children develop strong attachments to the childminder and each other. For example, they are kind and cuddle each other. Children are beginning to be aware of the needs of others. They share well and demonstrate this when they take turns playing a game using cogs and wheels.

Outcomes for children are good

Children learn about mathematics, for example, during a fishing game they learn about numbers and quantities. Children learn a variety of useful skills that prepares them effectively for their next stage of learning and for school. Children carry out small tasks independently, such as tidying away toys and putting their own shoes and coats on. Children learn about the importance of technology effectively, such as when using toys with buttons. Children enjoy a wide variety of activities and make good progress.

Setting details

Unique reference number	160509
Local authority	Surrey
Inspection number	10066297
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	7 April 2016

The childminder registered in 1996. She lives in Guildford, in Surrey. The childminder operates Monday to Friday, from 8am to 5.30pm, term time only. She holds a recognised childcare qualification at level 3.

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