

Childminder report

Inspection date	11 February 2019
Previous inspection date	22 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

- The childminder supports children's early literacy skills well. She offers good choices of books that interest children and captures opportunities to introduce new language through stories she shares. This helps to build on children's interest in reading and supports their good language skills.
- The childminder knows children's individual needs well and helps to support their emotional well-being effectively. Children develop strong bonds with the childminder, enjoy her company and actively include her in their play.
- Partnerships with parents are very positive and they are involved well in their child's learning. The childminder regularly shares details of children's progress. She involves parents in identifying next steps in children's learning to provide effective support for children, for example to support potty training.
- The childminder knows children well and successfully uses her observations and assessments to help plan for children's next steps in learning. All children make good progress in their learning from their starting points.
- The childminder promotes children's independence well and children learn how to manage some age-appropriate care routines confidently. This helps children to gain skills that support them as they move to their next stage in learning.
- The childminder's professional development plans are not sharply focused on training to help her to continue to develop her knowledge and teaching skills to the highest levels.
- The childminder does not share enough information with other early years settings that children attend to promote consistency and continuity in children's learning.

What the setting needs to do to improve further

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

- strengthen the programme of training and professional development, to help raise the quality of teaching and learning to the highest level
- enhance the existing links with other early years settings that children attend, to promote a better exchange of information which is more closely focused on each child's individual learning.

Inspection activities

- The inspector spoke to children and the childminder at convenient times during the inspection.
- The inspector observed the quality of teaching and assessed the impact this had on children's learning.
- The inspector took account of the written views of parents provided on the day of the inspection.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector discussed children's learning and development with the childminder.

Inspector

Tara Naylor

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her roles and responsibilities in keeping children safe. For instance, she ensures that she completes suitability checks for all adults who live in the household. The childminder makes good use of training to keep her safeguarding procedures up to date. This ensures she knows what action to take if she has concerns about a child's welfare, including how to report child protection concerns. The childminder completes robust risk assessments and uses good opportunities to help children learn to keep themselves safe during daily routines. The childminder takes a proactive approach to evaluating her practice and gains the views of parents and children and takes these into account when making improvements. For instance, the childminder has added to resources that she provides for children, to promote their choices.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn and provides an interesting range of activities which help to build on what children know and can do. For instance, as the childminder reads a story to children, she introduces new language, such as 'shiny and bumpy', as children feel the textures on books and repeat back the new words they hear. The childminder places a strong focus on promoting children's mathematical skills, to help them to learn to use mathematics purposefully in their play. For example, as children feed 'the hungry caterpillar', the childminder helps children count the foods and gives them time to think about what number might come next. The childminder makes regular and accurate assessments of children's learning and monitors their progress closely. She shares children's progress and key achievements with their parents regularly, to keep them informed of their children's development.

Personal development, behaviour and welfare are good

Children are confident, happy and relaxed in the childminder's welcoming home. The childminder is a good role model and helps children to learn about positive behaviour. Children are courteous, polite and well behaved. They gain a good understanding of how to take turns and share toys and resources. For instance, as they play, they offer the childminder a turn in the game, saying 'it's your turn now'. The childminder promotes children's independence skills well and helps them to maintain their own physical welfare in well-organised activities. For instance, children learn how to use their knife to cut up fruit at snack time as the childminder teaches them how to use the cutlery safely.

Outcomes for children are good

Children make good progress and gain skills that prepare them well for their future learning, including their eventual move to school. Children are keen to learn and concentrate well in activities that interest them. They gain good communication and language skills and are confident and articulate communicators. Children develop an interest in mathematics, count numbers confidently and learn about the names of familiar shapes. For instance, children recognise and name the 'square' and 'circle' as they fit them into the shape puzzle.

Setting details

Unique reference number	120420
Local authority	Surrey
Inspection number	10066245
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	22 June 2016

The childminder registered in 1999 and is located in Beacon Hill, Surrey. She provides care for children from 8am to 6pm, Monday to Friday, for most of the year.

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