

Childminder report

Inspection date	11 February 2019
Previous inspection date	21 March 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 understanding of early mathematics well. For instance, children learn words such as 'big' and 'little' and begin to estimate in their play. They learn skills that help them progress well and prepare for the next stage in their learning.
- The childminder successfully supports children's developing communication and language skills. For instance, she reads them a home-made photograph book and helps children to recall a past visit to the farm.
- Children learn to be independent and manage small tasks on their own. They go to the toilet unaided, put their own boots and shoes on and begin to manage zips.
- Children have a close attachment with the childminder and are happy and confident in the safe, warm and welcoming environment.
- The childminder has good partnerships with parents, which helps to provide consistency in children's care, learning and development. For example, they work together well on ways to improve children's colour recognition.
- Sometimes, the childminder does not give children enough time to answer questions and consider and express their ideas fully.
- The childminder does not consistently make the best use of professional development opportunities to strengthen her good knowledge and practice even further.

What the setting needs to do to improve further

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

- develop further the use of questioning to help fully extend children's learning and encourage them to think for themselves
- build on ways to strengthen professional development and raise practice to an outstanding level.

Inspection activities

- The inspector viewed the premises used for childminding.
- The inspector observed the childminder interacting with a child.
- The inspector took account of the written 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 knows what to do and who to contact if she is concerned about a child's welfare. The childminder reflects on her practice well and seeks the views of parents and children to help identify areas to improve. She monitors children's progress, identifies any gaps in learning and effectively puts plans in place to address these. Since the last inspection, the childminder has improved the level of information she receives from parents about children's development at home, when children first start. This has helped her to plan even more precisely for their continued progress. She has also enhanced opportunities for parents to share their ideas and be more involved in evaluating and developing the provision and experiences for children.

Quality of teaching, learning and assessment is good

The childminder effectively supports children's speech. For example, she talks to children as they play, listens to them and repeats back words. She extends learning well overall, and introduces new vocabulary such as 'tiger' and 'gorilla'. The childminder has a wide variety of resources and children are motivated and keen to learn. She teaches children about the natural world effectively. For example, children learn how bees make honey and how windy weather can make trees sway. She plans enjoyable activities, such as exploring shaving foam and making pom-pom 'cakes'. Children have lots of opportunities to express themselves. They play with musical instruments and dance and move to the sounds they make. The childminder prepares children well for school. She reads books to them and talks to them about starting school and discusses any fears they may have, to support their positive well-being.

Personal development, behaviour and welfare are good

The childminder has a calm approach and offers children guidance and positive praise. She acts as a good role model and children's behaviour is good. Children quickly learn simple good practices that help keep them healthy and safe. For example, they know to put their hand over their mouth when coughing to stop cross-infection and know they need to wash their hands before handling food. The childminder teaches children about personal risk and safety well. This is evident when children tidy toys on the floor to prevent tripping over them. Children enjoy choosing healthy foods, such as raisins, as part of a healthy lifestyle. They learn that food gives them energy to play and know that it helps to keep them well.

Outcomes for children are good

Children learn to value one another and treat each other with respect. They learn to share and take turns well. Children enjoy a wide variety of interesting and exciting activities. For example, they explore how tyre tracks make patterns in snow. Children have lots of opportunities to practise their good physical skills and play outside daily. They learn good manners, for example by saying 'pardon' when they do not hear the childminder. Children learn about the importance of technology effectively, such as when using toys with buttons. They make good progress based on their starting points.

Setting details

Unique reference number	120467
Local authority	Surrey
Inspection number	10066246
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	21 March 2016

The childminder registered in 1996 and lives in Addlestone, Surrey. She operates all year round from 7.30am to 6pm, Monday to Thursday, and from 7.30am to 4pm on Friday.

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