

Childminder report

Inspection date	13 February 2019
Previous inspection date	24 August 2015

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

- Children are happy and settled and the childminder meets their needs well. She gives them an abundance of praise during activities, to help them feel good about themselves and their achievements.
- Regular monitoring of children's progress helps the childminder identify any emerging gaps, so that she can plan activities to support children to catch up in their learning.
- The childminder works well in partnerships with parents and other settings children attend, sharing information about children's development and activities. This helps to foster a joint approach to their learning and care successfully.
- The childminder focuses highly on supporting children's communication and language. For example, she has completed relevant training to help her to support children who speak English as an additional language.
- The childminder uses positive strategies to manage children's behaviour. She is calm and gives children gentle reminders to help them learn how to keep themselves safe. For instance, she helps them to understand that some rules, including regularly tidying of the toys, help them to stay safe from trips and falls.
- Children learn a good range of skills that help prepare them for their future. They demonstrate good levels of self-confidence and happily complete simple tasks, such as managing their personal care routines.
- The childminder does not make the best use of her questioning, to help challenge children to think and extend their learning to an even higher level.
- During physical activities, the childminder does not consistently help children to understand the impact that exercise has on their bodies.

What the setting needs to do to improve further

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

- improve the use of questioning, to help extend and challenge children's thinking at every opportunity
- help children to gain a greater understanding of the impact that exercise has on their bodies.

Inspection activities

- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children and how she monitors their learning and development.
- The inspector sampled written feedback from parents about the childminder service and discussed with the childminder how she evaluates her provision to bring about improvements.
- The inspector observed the interactions between the childminder and children and considered the impact on their learning.
- The inspector viewed relevant documentation, including evidence of paediatric first-aid training and public liability insurance.
- The inspector viewed the areas of the home used by children.

Inspector
Ingrid Howell

Inspection findings

Effectiveness of leadership and management is good

The childminder is committed to her ongoing professional development. She uses effective ways to keep her knowledge and skills up to date. For example, she reads professional articles, completes online training and regularly meets with other childminders to share examples of good practice. The childminder seeks the views of parents to help drive improvement and regularly evaluates her teaching to ensure that children make good progress. For example, during activities she observes children's level of interest and engagement. This enables her to adapt her teaching approach to meet the individual needs of children. The arrangements for safeguarding are effective. The childminder has a good understanding of the indicators of abuse. She completes regular training and knows what to do if she has a concern about the welfare of a child.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn and develop. She provides a good range of activities to help them to progress. For example, she encourages them to complete puzzles to help develop their physical skills and promotes their speaking and listening skills, such as through songs and rhymes. Children demonstrate a good understanding of counting, shape and measure. This is demonstrated when they count the number of pieces of dough they have and talk about their shapes and size. During adult led activities, the childminder interacts well with children and provides them with suitably challenging experiences, to help develop their emerging literacy skills. For instance, as she read stories to children, she asked toddlers to name familiar characters and asked older children to retell the story. Children of all ages concentrate on the story, repeat the words and phrases and older children predict what might happen next.

Personal development, behaviour and welfare are good

The childminder successfully helps children to behave well and develop respect and tolerance for others, including people with disabilities and those from different cultural backgrounds. For example, she shows children pictures, to help them identify the similarities between themselves and the people who they may meet within their community. Children make links to their own experiences, such as when commenting that one of the pictures of a lady in traditional cultural dress looks like their mummy. The childminder successfully teaches children to understand the importance of leading a healthy lifestyle. For instance, children follow robust hygiene practices and benefit from fresh air and exercise, such as when visiting local parks.

Outcomes for children are good

Children make good progress in their learning and develop good skills for the future. Toddlers are inquisitive to find out new things and make independent choices in their play. Older children recognise and are beginning to write familiar words, such as their names. They use complex sentences and have interesting discussions with the childminder. They are outgoing towards people who are unfamiliar to them and are confident in social situations.

Setting details

Unique reference number	EY367088
Local authority	Surrey
Inspection number	10066207
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	5
Number of children on roll	4
Date of previous inspection	24 August 2015

The childminder registered in 2008. She lives in Staines, Middlesex. The childminder offers care from 7.30am to 6.30pm Monday to Friday, for most of the year. She holds a relevant level three qualification. The setting receives funding to provide free early education for children aged three years.

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