

Childminder report

Inspection date	19 February 2019
Previous inspection date	28 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 has a secure knowledge of the areas of learning and development which she has gained through conscientious and continued professional study. She creates wonderfully engaging, exciting and well-planned play areas. Children's play indoors and outdoors is varied, purposeful and tailored to their individual interests.
- The childminder prepares detailed, thorough and informed summaries of children's progress at six-monthly intervals. She carefully monitors the progress children make from clear baseline assessments and plans activities that promote children's achievements at higher levels. The childminder prepares children well for the next stage in their learning.
- Children develop their physical skills particularly well. For instance, they use a wide range of equipment in the childminder's garden and at the park. Children enjoy walks in the local countryside and activities such as feeding the ducks and identifying different trees, leaves and fruit.
- All children make good progress towards achieving their potential, and this is acknowledged by parents. Where partnerships work well, parents comment on the part played by the childminder's professional skills and guidance in promoting children's 'brilliant' and quicker rate of progress.
- The childminder does not consistently make the most of opportunities that arise to support children's excursions into imaginary worlds.
- Arrangements to communicate with parents and other professionals to support children's individual needs are not fully effective in all cases.

What the setting needs to do to improve further

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

- build on children's interests and activities more consistently to help them develop their imaginative play
- strengthen links with all those who are involved with the child to enhance positive partnerships and promote continuity of learning for children.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and outdoors.
- The inspector reviewed policies and discussed the procedures relating to children's safety and welfare with the childminder and her daughter.
- The inspector looked at children's records, the childminder's planning and evaluation of activities, and information exchanged with parents.
- The inspector took account of the views of parents in written communication.
- The inspector spoke with the childminder about the impact of her training, experience and practice on children's well-being, learning and development.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of leadership and management is good

The childminder is well qualified and continues to develop new areas of knowledge and skill, such as special educational needs and/or disabilities (SEND) and promoting positive behaviour. Children are very happy and actively engaged in her setting. The childminder's daughter is currently acquiring further work experience at the setting. She is very skilled with the children and has undertaken recent training in safeguarding and in paediatric first aid. The childminder carefully monitors the quality of her daughter's practice and ensures that all her assistants know how to safeguard children. Safeguarding is effective. The childminder has an in-depth knowledge of child protection and who to contact for further help. She knows how to document any concerns or complaints.

Quality of teaching, learning and assessment is good

The childminder shares information with children's parents in different ways. She agrees these with parents at the outset and varies them to try and meet the individual needs of each family. For example, the childminder sends quick text messages and photographs to update parents on daily events. She packs children's learning journals with rich observations and clearly identified achievements with next steps for children's learning. The childminder willingly shares her accurate assessments with others via children's parents and through some discussions with other professionals. The childminder evaluates her practice carefully and works hard to balance every child's needs. For instance, she makes the most of sessions at the end of the day to give quieter children more individual attention to help them flourish.

Personal development, behaviour and welfare are good

The childminder is very nurturing. She creates a calm environment where children know they are valued and respected as individuals. Children soon settle in and develop secure emotional relationships with her and her main assistant. The childminder shares clear and detailed policies with parents from the outset and she follows them diligently. These include policies and procedures to prevent the spread of infection and informing parents when their children are unwell. The childminder has extremely high standards of hygiene. She applies her knowledge from training and encourages young children to eat well. Children quickly adopt ways of keeping themselves healthy and take pleasure in eating a hearty lunch.

Outcomes for children are good

All children make good levels of progress. When children join the setting with significant delays in their development, monitoring clearly demonstrates where they make expected or better rates of progress. Children receive additional help where it is needed and make rapid progress in some areas. For example, children develop good friendships, grow in self-confidence and join in with stories, rhymes and songs. Other children develop excellent rates of progress in their speech and language. They share their ideas and plans as they play. For instance, children plan what to make with their play dough, how they are going to do it and the tools they need to help them.

Setting details

Unique reference number	160754
Local authority	Surrey
Inspection number	10094628
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 3
Total number of places	18
Number of children on roll	2
Date of previous inspection	28 April 2016

The childminder registered in 2001. She operates from Monday to Friday all year round. The childminder currently has four registered assistants, only one of whom works with her with any regularity and there are never more than two staff working together. The childminder holds an appropriate qualification at level 3.

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