

Childminder report

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| Inspection date | 26 February 2019 |
| Previous inspection date | 22 February 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 | | Outstanding | 1 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The childminder provides a loving and exciting environment for children. They are constantly busy and engaged in their play and learning. Resources are organised to help children of all ages to make their own choices, to support their changing likes and interests.
- The childminder sharply monitors and tracks the progress of children in her care. She uses this information to quickly identify potential gaps in their learning, to provide additional support if required. This helps children to make the best possible progress, including those who receive additional funding.
- Partnerships with parents are very well established. The childminder understands the importance of sharing information to provide children with continuity for their future learning. The childminder fully involves parents in setting the next steps for their child's learning and discusses ideas to help them to continue to learn when at home.
- Children display extraordinarily high levels of concentration and perseverance in tasks and activities. They are exceptionally keen and motivated learners who quickly become enthralled in their play.
- Evaluation is used very well and the childminder is reflective towards all areas of her provision. She consistently includes the views and comments of both children and parents to help inform areas for improvement and change.
- Occasionally, the childminder does not use the best questioning techniques, which limits children in expressing their own views and suggestions.

What the setting needs to do to improve further

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

- research additional questioning techniques, to fully support children to express their own views and suggestions.

Inspection activities

- The inspector had a tour of the areas of the home used for the childminding provision. The inspector took into account the views and comments of parents.
- The inspector sampled a range of documentation, including suitability checks, policies and procedures and children's developmental records.
- The inspector observed the interaction of the childminder and the children and the impact the teaching has on their learning and development.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The inspector also spoke to the childminder about her professional development and how she evaluates her provision.

Inspector

Gwen Andrews

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of how to protect the children in her care. She can confidently explain how she would identify potential signs of abuse and the procedures she would use to report any concerns. The childminder has worked well towards the recommendations from her last inspection. For example, she encourages children to have time to solve their own problems and build on their early mathematical skills in their play. The childminder plans well for her professional development. A recent training course has helped her to remain highly vigilant towards changes in the safeguarding of children. The childminder also attends network meetings to share ideas with other childminders and professionals. Robust risk assessments are used well to help provide a safe environment for children both at home and when on outings.

Quality of teaching, learning and assessment is good

The childminder has a very good understanding of how she can support children's development. She regularly observes their progress to help her to precisely plan for more challenges in their learning. The childminder helps children to build on their early literacy skills and their increasing vocabulary. For example, children enjoy recognising characters as they read stories and sing many songs. They go on trips to the library to take part in rhythm time and breakfast club, to help to build on their understanding of the community around them. The childminder helps children to use their senses and early literacy skills in their play. For instance, children use coloured couscous to mark make with different sized paintbrushes and use their estimation skills as they fill and empty containers.

Personal development, behaviour and welfare are outstanding

Children's behaviour is outstanding. The childminder provides consistent and gentle explanations to help children to understand how to manage their own feelings. The childminder prioritises the physical development and rich opportunities for children's learning outdoors. They go on many outings to the park and surrounding woodlands. Children display superb memory skills as they eagerly recall going on a fairy hunt to the castle. Children have wonderful bonds with the childminder. She has exceptionally high expectations for the children in her care. The overall well-being of the children is at the very heart of the setting. Every effort is made to help children to develop a firm sense of belonging and build high levels of self-esteem and confidence. For example, children have a special family book that is lovingly displayed in the cosy book area.

Outcomes for children are good

Children make good progress from their starting points, including those who receive additional funding. They are kind and caring and show a growing understanding of working well with others. Children are exploring with new colours and shapes as they play sorting games and use their increasing small physical skills to use a variety of different tools in their play. Children are developing the necessary skills they require for the next stages in their learning.

Setting details

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| Unique reference number | EY482689 |
| Local authority | Surrey |
| Inspection number | 10076317 |
| 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 | 7 |
| Date of previous inspection | 22 February 2016 |

The childminder registered in 2014. She lives in Merstham, Surrey. The childminder has a childcare qualification at level 3 and cares for children between 7.30am and 6pm from Monday to Thursday, all year round. The childminder receives funding for the free provision of care for children age two, three and four years old.

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