

Childminder report

Inspection date	6 March 2019
Previous inspection date	12 April 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 plans a variety of interesting activities and has a wide variety of resources. For example, children use an empty plastic bottle to make shakers using dried pasta, pom-poms and sparkly table confetti.
- The childminder teaches children good communication and language skills in fun ways. For instance, she uses animal puppets to engage children, naming the different animals and making the relevant animal noises.
- Children begin to learn good skills that will help them get ready for future learning. This is evident when children choose their own resources, begin to follow routines and develop self-confidence.
- The childminder supports children's emotional well-being effectively. For example, she cuddles them, gives them specific praise and supports them to build on their developing self-esteem.
- The childminder does not consistently give parents details about how they can extend their child's learning at home.
- On occasion, the childminder does not make full use of all opportunities to extend children's understanding of mathematical language as they play and explore.

What the setting needs to do to improve further

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

- strengthen the good partnerships with parents, to help them extend their children's learning at home
- build on ways to extend further children's mathematical language as they play and explore.

Inspection activities

- The inspector viewed the premises used for childminding.
- The inspector observed the childminder interacting with a child.
- The inspector took into account the written views of parents.
- The inspector sampled documentation, including planning, children's development records, policies and procedures.
- The inspection spoke with the childminder at convenient times during the inspection.

Inspector
Susan Allen

Inspection findings

Effectiveness of leadership and management is good

The childminder reflects on her practice effectively. She keeps her knowledge current. This is evident when, after attending training about how children learn, she is better able to support those children who learn best outdoors. The childminder has a good knowledge of how to safeguard children she knows what to do and who to contact if she has a concern about a child's welfare. Safeguarding is effective. Since the last inspection, the childminder has increased opportunities for children to value and develop an understanding of their own and other people's similarities and differences, to help them learn about diversity in a positive way. She has also provided more opportunities for parents to contribute their views, to help her identify areas to improve.

Quality of teaching, learning and assessment is good

The childminder effectively supports children to develop good speech. She repeats back words and begins to sound out words and letters. She extends vocabulary well and describes what she is doing to assist with learning. She knows the children well and plans effectively for individual children. The childminder supports children to use their imaginations well. For instance, they use the role-play equipment and make pretend pancakes, stirring the 'mixture' and adding pretend eggs. The childminder teaches children about the world around them effectively. For instance, children learn how flowers grow from bulbs. They learn about the different seasons and how to dress appropriately for different weather. Children visit the farm and learn how baby animals grow and develop.

Personal development, behaviour and welfare are good

The childminder teaches children about healthy food choices. She offers them a range of fresh fruits and vegetables. She teaches children how to eat food safely and not put too much in their mouth at once and to take a bite and swallow before taking another. The childminder teaches children how to manage their own safety while eating well. The childminder is a good role model. She uses consistent boundaries and positive reinforcement, to promote good behaviour. The children behave well. They learn to respect others and their property. For example, the childminder teaches children how to turn the pages of a book and handle it respectfully. The childminder provides a safe, warm and welcoming environment. Children settle well and are keen to learn.

Outcomes for children are good

Children are beginning to be aware of their own needs and are developing an understanding of responsibility through tasks, such as tidying away after playing and putting their own shoes on. They learn to share well and take turns. Children's physical skills and abilities develop well. For example, when they play on ride-on toys and other equipment. Children begin to learn about technology and use resources with buttons and begin to understand how they work. Children develop good social skills. They meet other children during outings in the local community. Children make good progress.

Setting details

Unique reference number	EY442861
Local authority	Surrey
Inspection number	10075099
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 April 2016

The childminder registered in 2012. She lives in Oxted, Surrey. The childminder operates Monday to Friday, from 7.30am to 6pm, for most of the year.

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