

Childminder report

Inspection date	5 March 2019
Previous inspection date	21 June 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 provides a welcoming and nurturing environment. She promotes children's emotional well-being effectively and gives them lots of praise.
- The childminder is working effectively with other early years settings that children attend. This helps the childminder to gain an all-round picture of children.
- The childminder works with an assistant to meet required ratios. Recruitment procedures are rigorous as the childminder ensures her assistant is suitable to work within her setting.
- Children are engaged, motivated and stimulated in their play. They maintain their focus and concentration for periods of time. For instance, children show high levels of fascination and perseverance when they measure ingredients to make pancakes for Shrove Tuesday.
- The childminder's teaching of communication and language is particularly strong. She models language well and listens attentively to children. She asks questions that encourage children to think and respond.
- Children make good progress from their starting points. The childminder observes, assesses and plans effectively for their learning.
- Children do not have a wide range of opportunities to extend their early reading skills while they play.
- On occasions, some group activities are not organised to meet the differing ages and abilities of children, particularly when supporting younger and less-confident children.

What the setting needs to do to improve further

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

- review how children are supported to develop early reading skills
- develop further the organisation of group activities, particularly to meet the needs of younger and less-confident children more consistently.

Inspection activities

- The inspector spoke with parents, viewed their written feedback and took account of their comments.
- The inspector looked closely at the progress of several children.
- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector spoke to the childminder, assistant and children at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including children's developmental records and policies and procedures.

Inspector

Sarah Richards

Inspection findings

Effectiveness of leadership and management is good

The childminder ensures her assistant fully understands the policies and procedures, and her role and responsibilities within the setting. They both have a clear understanding of the procedures they must follow should they have a concern about a child in their care. Safeguarding is effective. The childminder seeks the views of parents and children to build on the strengths of the provision. For example, parents complete questionnaires and make suggestions on how the childminder can make improvements. The childminder maintains her own professional development. She regularly observes her assistant's practice. The childminder passes on her high expectations through a clear system of support and focused training, to ensure her assistant provides high-quality teaching to children.

Quality of teaching, learning and assessment is good

The childminder discusses the children's progress with her assistant and plans for their future learning. They speak with children, ask questions and encourage the younger children to repeat new words. This helps to support children's early language skills. Children learn good early mathematical skills. For instance, they count the segments of a satsuma at snack time. The childminder encourages children to create their own ideas and games. She supports them well in achieving these. For example, children delight as they use a range of resources to support their creativity when they play at being firefighters. The childminder supports children who speak English as an additional language to use their home language and English in their play. This helps them to make connections in their learning.

Personal development, behaviour and welfare are good

The childminder supports the children's self-care skills well and teaches them to follow good hygiene practices. She teaches them from a young age about the importance of washing hands before eating, and they are gently reminded to 'catch their coughs'. She provides regular opportunities for children to benefit from fresh air and physical play. The childminder encourages children to have a good understanding of the need to have clear boundaries to help guide their behaviour.

Outcomes for children are good

Children learn the necessary skills needed to be ready for moving on to nursery or school. They have opportunities to develop their independence, for instance they cut up a healthy selection of fruit for their snack time. Children are making some very good progress in their physical development. They demonstrate good hand-to-eye coordination as they make towers using blocks. They learn about the differences and similarities between themselves and others.

Setting details

Unique reference number	EY493325
Local authority	Surrey
Inspection number	10076553
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	4
Number of children on roll	15
Date of previous inspection	21 June 2016

The childminder registered in 2016 and lives in Guildford, Surrey. She offers care Monday to Friday from 8am to 6pm, all year round, except for family holidays and bank holidays. She works with an assistant.

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