

Childminder report

Inspection date	11 March 2019
Previous inspection date	12 July 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 committed childminder evaluates her practice well. She undertakes suitable training to advance her skills. For instance, she has recently attended a sleep training course to deepen her understanding of the benefits of sleep for developing children.
- The childminder has addressed previous recommendations effectively. For example, she now involves parents effectively in their children's learning, such as by giving suggestions on how they can further support their learning at home.
- The childminder has a secure understanding of children's individual needs. She knows children's starting points and reviews their progress regularly in order to plan for their next steps. Children make good developmental progress and are motivated to learn.
- The childminder has accurate expectations of children and supports them effectively to try new things. For example, young children choose from the resources provided and initiate their own play by blowing into a whistle to make noise. They smile at the childminder, sharing their excitement, and she reciprocates this with lots of praise and encouragement.
- The childminder encourages children to use their imagination as they play. This is illustrated when she effectively supports children to use a wide range of resources to have a tea party with their dolls.
- The childminder misses opportunities to teach children the importance of practices that contribute towards their good health.
- The childminder does not consistently support children in exploring, developing and practising their early writing skills.

What the setting needs to do to improve further

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

- make more effective use of opportunities for children to learn about the importance of practices that contribute towards their good health
- extend the range of opportunities provided to support the development of children's early writing skills even further.

Inspection activities

- The inspector looked closely at the progress of several children.
- The inspector sampled a range of documentation, including assessment records; planning, policies and procedures; and feedback from parents.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector engaged and spoke with children on the day.

Inspector
Sarah Richards

Inspection findings

Effectiveness of leadership and management is good

The childminder has renewed her training for paediatric first aid and safeguarding. She places great importance on these courses to ensure she has up-to-date knowledge to keep children safe. Safeguarding is effective. The childminder gives children's safety the highest priority. She makes thorough risk assessments of the areas where children play. The childminder has a good understanding of child protection and knows what to do if she has a concern about their welfare. The childminder works effectively with other professionals sharing the care of some children. These partnerships have enabled a consistent approach to children's care and learning.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how to support children's learning and development. She provides a good range of stimulating and enjoyable activities inside and outside of her home to support children's physical development. For instance, outdoors children enjoy exploring in the woods, climbing, running and balancing, and indoors they enjoy using dough to develop their fine physical skills. The childminder teaches children about numbers during play. Children show this as they count the number of 'oranges' they made using dough. Children are developing confident communication and language skills. They confidently name the food they see when looking at the stories with the childminder.

Personal development, behaviour and welfare are good

Children demonstrate warm relationships with the childminder, who is kind and caring. She takes children on regular outings, such as to groups and local parks. These trips provide fresh air, exercise and further learning opportunities and experiences for children. Good hygiene procedures are promoted, which helps children to learn how to maintain their good health well overall. The childminder encourages children's independence well. Children demonstrate this by taking their shoes and coats off when returning indoors. The childminder provides a variety of opportunities for children to learn about people in their community and the wider world.

Outcomes for children are good

There is a very happy and homely atmosphere. Children can easily access toys and equipment designed to engage their individual interests and challenge their thinking. Children are excited and interested to learn. From a young age they are keen and persevere with simple tasks. These skills help children to confidently move on to their next stage of learning. They play cooperatively together, behave very well and understand the childminder's expectations and routines for the day.

Setting details

Unique reference number	EY459428
Local authority	Surrey
Inspection number	10075395
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 July 2016

The childminder registered in 2013. She lives in Milford, Surrey. The childminder cares for children from Monday to Friday, between the hours 7.30am and 6pm throughout most of the year. She receives funding for the provision of free early education for children age two, three and four years.

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