

Childminder report

Inspection date	18 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

- Children share warm relationships with the friendly and attentive childminder. They are happy, content and relaxed in her care.
- The childminder completes ongoing assessments and monitoring of children's learning. She uses this information about children's abilities and interests to underpin her planning and teaching. Children regularly meet the next steps in their learning and make good progress.
- Children's physical development is well supported. They benefit from exercise and fresh air when they play in the childminder's garden and visit local places of interest, including parks.
- The childminder places a good focus on supporting children's emerging literacy skills. For example, she encourages them to name letter sounds and provides print within the environment to help children understand that written words carry meaning.
- Children make good progress in their learning. They develop skills that prepare them well for the future. For example, they manage their personal care routines and complete simple tasks independently.
- The childminder does not fully extend children's awareness of the wider world, including cultures and beliefs, to build further on their understanding of diversity.
- The childminder does not explore further ways to encourage parents to share their views on the quality of the setting, to further enhance self-evaluation and drive continuous improvement.

What the setting needs to do to improve further

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

- continue to develop the educational programme for children's knowledge and understanding of the world, and provide further opportunities for children to begin to learn about their own cultures and beliefs and those of other people
- develop a wider range of ways for parents to provide their views of the setting, to further enhance self-evaluation and secure continuous improvement.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke with the children during the inspection.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of all persons living at the premises.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Kelly Lane

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder's knowledge and understanding of child protection are good. She is aware of possible indicators of abuse and the procedures to follow. The childminder carries out daily risk assessments to ensure that her home is safe and secure. She is aware of what presents a potential hazard to children and demonstrates a vigilant attitude to children's welfare. The childminder establishes good partnerships with parents and uses effective communication methods to share information about children. For example, children have electronic diaries and she records activities that they have enjoyed so that parents can continue these experiences at home.

Quality of teaching, learning and assessment is good

The childminder provides a good variety of activities for the children to take part in. They are able to access resources and make independent choices in their play. The childminder carefully weaves children's interests into planned activities. This helps children to focus and enjoy their learning. Children enjoy their time spent outdoors and become involved in physical activities. For instance, they dance along to their favourite rhymes and enthusiastically join in with the actions. The childminder provides plenty of opportunities for children to practise existing mathematical skills, such as counting. For instance, a child helps the childminder prepare for snack and confidently counts how many plates they need.

Personal development, behaviour and welfare are good

Children explore the well-organised and homely environment with confidence. They make independent choices in their play and show high levels of emotional well-being. They have good opportunities to participate in physical activities. For example, they use the small bikes in the childminder's garden. The childminder effectively supports children's understanding of how to behave well. She acts as a good role model and helps children to take turns, share and include others in their play. She uses positive strategies to manage children's behaviour.

Outcomes for children are good

Children are confident and self-assured. They are inquisitive and show an increasing ability to concentrate well on activities. They are happy and settled, behave well and treat others with respect. Children make marks using a variety of materials. For example, they use a large white board to draw 'a big circle'. Children are eager to participate and this positive attitude supports their self-esteem and confidence.

Setting details

Unique reference number	EY541065
Local authority	Surrey
Inspection number	10080209
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	5
Number of children on roll	2
Date of previous inspection	Not applicable

The childminder registered in 2016 and lives in Chertsey, Surrey. She operates from 7.30am to 6pm Monday to Friday during term time, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

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