

Childminder report

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| Inspection date | 14 March 2019 |
| Previous inspection date | 29 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 completes detailed and insightful observations and precise assessments on children. She uses the information she gains from these well to plan for and support children's continual learning and development. All children make good progress.
- Children are happy and settled. They form strong emotional attachments to the childminder and each other. Behaviour is exemplary. Children share and take turns brilliantly.
- The childminder forges strong partnerships with parents. She provides them with detailed information about children's progress and agrees strategies for ensuring that children receive consistent support between their home and the childminding environment. Parents hold her in high regard.
- Although the childminder has good teaching skills and a good understanding of the welfare requirements, she is not proactive in seeking ways to support her professional development to raise the quality to a level of excellence.
- Children enjoy taking part in art and craft activities. However, these sometimes lack challenge. For example, children painted a paper plate pink and stuck on pre-cut-out ears, eyes and a snout to represent a pig. Four-year-olds are capable of representing their own ideas.
- Older children have few opportunities to engage in large-group activities and discussions to help prepare them for when they start school.

What the setting needs to do to improve further

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

- take a more proactive approach to consistently developing and extending teaching skills and for keeping fully up to date on wider safeguarding issues
- provide enough challenge for children to develop their own ideas, particularly through art and design
- provide more opportunities for older children to engage in large-group activities and discussions to further help prepare them for the school environment.

Inspection activities

- The inspector observed children engaged in activities indoors.
- The inspector discussed the childminder's practice with her, including the impact of her teaching methods and use of observation and assessment to support children's progress.
- The inspector sampled a range of documentation relating to safeguarding, children's well-being, progress and development.
- The inspector sought and took account of the views of parents.

Inspector

Amanda Tyson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder's knowledge and understanding of the procedures to follow if she is concerned about a child's welfare are secure. She is beginning to find out more about wider safeguarding issues, such as exposure to extreme views. The childminder researches ideas for activities and sources high-quality play and learning resources. These support children's individual learning needs and interests well. Since the last inspection, the childminder has improved her planning considerably to support children's early writing and reading skills. As a result, children now make particularly good progress in this area of learning.

Quality of teaching, learning and assessment is good

The childminder knows the children very well. She follows their lead and is particularly skilled at adapting activities to ensure the youngest and oldest children are equally challenged within the same activity. For example, while younger children have fun trying to catch bubbles in their hands, older children examine these with a magnifier where they notice the patterns and colours inside the bubble. The childminder brings learning to life for children. For example, they watch wildlife documentaries together. Children's knowledge is inspiring. For example, they know all about the habitats of gorillas and that if attacked an octopus squirts black ink before hiding. Children watch butterflies evolving from chrysalises and visit museums. The childminder successfully teaches children to link letters to sounds and to recognise and write their names.

Personal development, behaviour and welfare are good

The childminder makes full use of opportunities to teach children how to keep themselves safe, for instance when they use public transport. She lays strong foundations for children to adopt healthy lifestyle habits. For example, children enjoy taking part in woodland activities, scooting and climbing. Children have great fun listening to each other's heartbeats using a working stethoscope. The childminder explains how germs are spread, highlighting the importance of handwashing. She plans special activities to encourage children to respect and value different traditions.

Outcomes for children are good

Overall, children are well prepared for starting school. They are confident and highly motivated to learn. They are extremely independent and competently use computers to search for facts. Children develop good numeracy and calculation skills and enthusiastically apply these to solve practical problems. They confidently engage in detailed conversations, express their own ideas and ask questions. Children enjoy books and help to tell familiar stories.

Setting details

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| Unique reference number | EY445577 |
| Local authority | Surrey |
| Inspection number | 10075157 |
| 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 | 2 |
| Date of previous inspection | 29 June 2016 |

The childminder registered in 2012 and lives in West Byfleet. She works Monday to Friday between 7am and 6pm throughout the year. The childminder receives early education funding for children aged four years.

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