

Childminder report

Inspection date	19 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

- The childminder is vigilant in keeping children safe as they play. She helps them to understand how to assess and manage small risks through everyday activities, such as walking to nursery and playing in the park.
- Partnerships with parents and other settings are warm, professional and promote continuity in children's care and learning. The childminder knows precisely what the children are learning at nursery and school and how they are being taught it. She prepares children well for starting at new settings and provides helpful information for their teachers.
- The childminder knows the children in her care very well. She completes accurate progress checks for two-year-old children and clearly identifies the next stages in their learning. The childminder quickly recognises where children's progress is not as expected, and forms a plan to support their development further. However, her processes for consistently monitoring children's progress from their starting points are not yet fully established.
- The childminder is kind, caring and very patient with the children. She gently shares her clear expectations for them and promotes positive behaviour. Children learn from a young age what is expected of them and take on small responsibilities that increase their levels of confidence further.
- Children are well prepared for life in their wider community. For example, they know how to greet people in the library and play safely in water parks. They begin to understand where their food is grown and observe how animals live on local farms.
- At times, the childminder does not fully extend children's learning. For instance, she does not encourage them to think and find ways to solve problems as they play.

What the setting needs to do to improve further

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

- strengthen arrangements for monitoring and evaluating the rate of children's progress to help ensure that they are reaching their potential
- challenge children to think more about what they are doing, to help them to find answers to questions and to extend their learning even further.

Inspection activities

- The inspector observed, listened to and talked with children as they played.
- The inspector reviewed policies and discussed the procedures relating to children's safety and welfare with the childminder.
- The inspector looked at children's records, the childminder's planning and evaluation of activities, and information exchanged with parents.
- The inspector took account of the views of parents in written communication.
- The inspector spoke with the childminder about the impact of her training, experience and practice on children's well-being, learning and development.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of leadership and management is good

The childminder is developing a very high quality of service for the children and their parents. For example, she seeks out opportunities to learn from inspirational early years practitioners in her local community and improves the quality of her own teaching. The childminder's accurate self-evaluation helps her to target what she needs to do next to benefit the children in her care. For instance, she has recently extended her training in paediatric first-aid to include the swift management of severe allergies. Safeguarding is effective. The childminder has a secure knowledge of how to safeguard children and who to contact should she need to take further action. She works with parents to help them understand how to help keep children safe. For example, the childminder shows them how to add safety controls to their phones and tablets. Children learn to use such technology safely and grow up knowing important rules to help protect themselves.

Quality of teaching, learning and assessment is good

The childminder is quick to share children's new achievements with parents and agree a joint approach to helping children progress. Children enjoy experimenting with different materials, such as paints and dough. The childminder skilfully introduces new vocabulary to build their understanding. For example, toddlers learn new words to describe textures that are 'hard' or 'soft' and make comparisons between rolls of dough that are 'thick' and 'thin'. They learn concepts, such as shape formation and positioning, that prepare them well for mathematics. The childminder ensures that children have easy access to a wide range of tools to help them practise the skills they need to be ready to write. Children begin to show an interest in the marks they make and gradually link text in books with words, sounds and letter formations.

Personal development, behaviour and welfare are good

The childminder provides a bright, welcoming and homely environment. She establishes trusting and secure relationships with children, and effective care practices. Children have a strong sense of belonging, and are emotionally secure and self-confident. For example, they choose toys, books and materials that interest them and ask the childminder for help when they need it. Children delight in sharing books with the childminder. They sit and attend well to stories and confidently share their observations about what they see in the pictures. The childminder's enthusiasm and patient manner helps her to engage and sustain children's interests in a wide range of activities, outings and social groups. Children learn how to keep safe when they are out in the community seeing different people and places.

Outcomes for children are good

All children make good progress in their learning and development. For example, babies quickly settle and begin to explore interesting new environments. Toddlers learn to separate from parents and become more self-assured and prepared for joining larger group settings. Older children walk into school with confidence and with a secure foundation for future learning. Children are curious to investigate, know their views are valued and easily engage help from adults with their well-established good manners.

Setting details

Unique reference number	EY539668
Local authority	Surrey
Inspection number	10097279
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 4
Total number of places	5
Number of children on roll	4
Date of previous inspection	Not applicable

The childminder registered in 2017 and lives in Woking, Surrey. She provides care for children each weekday, from 7.30am to 6pm, for most of the year.

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