

Childminder report

Inspection date	3 April 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 encourages the development of young children's communication and language skills effectively. For example, she uses stone letters to help children sound out words.
- The childminder supports children's understanding of early mathematics well. For instance, children learn words such as 'more' and 'little' and learn to estimate in their play. They begin to learn skills that help them progress and prepare for the next stage in their learning.
- The childminder's home is well organised and welcoming. Children benefit from a well-planned playroom. For example, they can make easy choices from the good variety of resources and play materials. They move around safely and grow in confidence and independence.
- The childminder and her co-childminder work well together to effectively plan for each individual child. Children benefit from a good settling-in procedure and have a good sense of belonging.
- The childminder does not make the best use of professional development opportunities to strengthen her knowledge and practice even further.
- The childminder does not always work with other settings that children attend in order to support a more consistent approach to building on their learning and development.

What the setting needs to do to improve further

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

- consider ways to build on partnerships with other settings that children attend, in order to identify and strengthen children's next steps in learning
- build on ways to strengthen the childminder's professional development and practice to outstanding levels.

Inspection activities

- The inspector viewed the premises used for childminding.
- The inspector observed the childminder interacting with children and the co-childminder.
- The inspector conducted a joint observation with the childminder and held discussions about children's development and progress.
- The inspector sampled documentation, including planning, children's development records, policies and procedures.
- The inspector took into account the written views of parents.

Inspector
Susan Allen

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder knows what to do and who to contact if she is concerned about a child's welfare. The childminder shares information with her co-childminder regularly and effectively. The childminder reflects on her practice regularly. She seeks the views of parents and children and works well with the co-childminder to help identify areas to improve. She monitors children's progress, identifies any gaps in learning and effectively puts plans in place to address these. The childminder has a good partnership with parents and shares activities which helps to provide consistency in children's care, learning and development. For example, she shares activity books to help children with their early mark-making skills. Parents comments show they are happy with the care the childminder provides. They value her 'overwhelming passion and commitment' and are delighted with their children's progress.

Quality of teaching, learning and assessment is good

The childminder extends vocabulary well. This is evident when she explains how an astronaut is someone who travels in space, and a flight controller is someone who looks after the space shuttles and works on the ground. She tells children how an engineer designs and tests spacesuits. Children learn about the wider world effectively. For example, they learn how tadpoles turn into frogs and how milk is made into yoghurt. The childminder teaches children how to practise their early mark-making skills in different ways. For instance, children use a clipboard to plan their own menu. The childminder plans enjoyable activities, such as juggling. Children are stimulated and interested to learn.

Personal development, behaviour and welfare are good

The childminder acts as a good role model and has a calm approach. She offers children guidance and positive praise. Children quickly learn simple good practices that help keep them healthy and safe. For example, they know they need to wash their hands before food and after going to the toilet. The childminder teaches children about personal risk and safety well. This is evident when a child tidies up toys on the floor to prevent breakages or a trip hazard. Children enjoy choosing healthy foods, such as peas, carrots, beans and sweetcorn, as part of a healthy lifestyle and begin to understand the positive effect food has on the body. The childminder teaches children about pets and how to care for them. They know to brush and stroke pets gently. Children have a good understanding of how to care for other living things.

Outcomes for children are good

Children enjoy a wide variety of interesting and exciting activities. For example, they explore how corn flour and water mixed together make a 'gloopy' texture. Children have lots of opportunities to practise their physical and social skills such as through visits to the park, pet shop, supermarket, garden centre, local aerodrome and visits with other childminders. Children learn about the importance of technology effectively, such as when using toys with buttons. Children make good progress, based on their starting points.

Setting details

Unique reference number	EY545539
Local authority	Surrey
Inspection number	10100894
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	2 - 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

The childminder registered in 2017. She lives in Caterham and works together with a co-childminder at her home. She operates Monday to Friday from 7.30am to 6.30pm, all year round. The childminder holds a recognisable childcare qualification at level 3. The childminder provides funded early education for three-year-old children.

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