

Childminder report

Inspection date	2 May 2019
Previous inspection date	3 March 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

- Children enjoy healthy foods; they choose their own snacks, such as pineapple and strawberries, and begin to understand the positive affect food has on the body.
- The childminder prepares children well for school in a number of ways. For example, she begins to sound out letters and words.
- The childminder builds secure attachments with the children. She praises them, building on their self-esteem and confidence.
- Children are developing good communication and language skills. The childminder provides a safe, warm and welcoming environment. Children are happy and confident and they make good progress from their starting points.
- The childminder has effective partnerships with parents. She shares activities and information well. This helps to promote consistency in children's learning and development.
- The childminder has not yet fully established links with other early years settings that children attend in order to support and build on continuity in their learning.
- The childminder does not yet consistently track children's development in order to fully inform her planning right from the start.

What the setting needs to do to improve further

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

- develop partnerships more with other settings that the children attend to support their continuity in care and learning further
- strengthen further the monitoring process to identify and track children's achievements and build on their learning and development from the start.

Inspection activities

- The inspector viewed the premises used for childminding.
- The inspector observed the childminder interacting with the children.
- The inspector took into account the written and verbal views of parents.
- The inspector sampled documentation, including planning, children's development records and policies and procedures.
- The inspector spoke with the childminder at convenient times during the inspection.

Inspector
Susan Allen

Inspection findings

Effectiveness of leadership and management is good

The childminder effectively reviews her evaluation process. She frequently seeks the views of children and parents to help her identify areas for improvement. Safeguarding is effective. The childminder knows what steps to take if she is worried about a child's welfare. She makes use of a variety of training and learning opportunities to develop her skills. For example, she now has a better understanding of how to prepare children for school. Since the last inspection, the childminder now gives children more time to think through their own ideas and to make their own suggestions and think for themselves. She also completes detailed information on the likes and dislikes of children when they first start. Comments from parents show they are happy with the care the childminder provides and are pleased with their children's progress.

Quality of teaching, learning and assessment is good

The childminder teaches mathematics well and children begin to learn simple addition and subtraction. She plans a range of exciting and fun activities. For example, children grew cress in the shape of the first letter of their name. They begin to learn how plants grow and experiment with planting runner beans in clear containers to show the development of the roots. Children learn about science and the world around them well. They learn that a plumber is someone who fixes the hot water temperature and how a windsock is used at the airport to show the wind direction. They learn that a vet is someone who looks after animals and how a barrier works at a car park. The childminder explains what a megaphone is and how it makes your voice louder. She extends the children's learning effectively.

Personal development, behaviour and welfare are good

The childminder is a good role model and teaches children about disabilities effectively. For example, she has a variety of resources showing people who need extra help, such as wheelchair users. She demonstrates how to use a manual wheelchair using her arms and hands. The childminder teaches children to be aware of their own risk and personal safety well and they know to call 999 in an emergency. The childminder teaches children simple good practices that help keep them healthy and safe. For example, they know they need to wash their hands before their snack or after toileting. The childminder's home is well organised and welcoming. Children benefit from a well-planned playroom. They can make choices from the good variety of resources. They move around safely and grow in confidence and independence.

Outcomes for children are good

Children's understanding of responsibility is developing through tasks, such as tidying away toys and putting their own shoes on. They learn good manners and share well. Children learn good skills in preparation for school. For instance, they learn how to recognise their names and can do simple tasks for themselves. Children develop good social and physical skills. For example, they visit the zoo, soft-play areas, farms, parks, the aquarium, the garden centre and the library, and meet with other childminders. Children make good progress from their starting points.

Setting details

Unique reference number	EY254837
Local authority	Surrey
Inspection number	10073177
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	3 March 2016

The childminder registered in 2003. She lives in West Ewell, Surrey. The childminder operates Monday to Friday from 7.30am to 6pm, for most of the year. The childminder receives funding for the provision of free education for children aged three years. The childminder holds a relevant early years qualification at level 3.

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