

# Childminder report

<b>Inspection date</b>	1 May 2019
Previous inspection date	16 March 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder and her assistant work effectively as a team. They review their practice daily and the childminder regularly shares her policies and procedures to ensure that her assistant has a good knowledge of her role.
- The childminder and her assistant use their observations and assessments of children's development to plan activities that support them to reach the next steps in their learning. This helps children to make good progress from their starting points.
- Spontaneous learning opportunities are well used. For example, children enjoy learning about mini-beasts after finding worms in the garden. They explore where they can place them so that they are safe before sharing their findings with their friends.
- Extremely robust settling-in arrangements support children's individual needs exceptionally well. This supports children to build excellent relationships with the childminder and settle in incredibly quickly.
- Partnerships with parents are good. Parents praise the childminder for how their children have grown in confidence while in her care. They speak highly of the good communication that they receive about their children. They comment on the good range of activities and outings that the childminder plans.
- Although the childminder regularly reflects on her practice, self-evaluation is not yet highly effective in identifying plans for development that will help take the quality of practice to the highest levels.
- At times, the childminder misses opportunities to stretch and challenge older children's thinking skills to help them express their ideas and solve problems for themselves.

## What the setting needs to do to improve further

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

- enhance the way in which self-evaluation is used to develop plans to raise the quality of the provision even further
- strengthen opportunities to consistently stretch and challenge older children to develop their problem-solving skills further.

### Inspection activities

- The inspector talked with the childminder and children at appropriate times during the inspection.
- The inspector viewed some written documentation, including children's developmental records, risk assessments, policies and procedures.
- The inspector viewed written feedback from parents to gain their views.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact it has on children's learning.
- The inspector viewed all areas of the home which children have access to.

#### Inspector

Nicola Edwards

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistant talk confidently about the signs and symptoms that indicate a child may be at risk of abuse, neglect or being drawn into extreme behaviours or ideas. They know the steps to take if they have a concern about a child's welfare. The childminder and her assistant provide parents with detailed information about their children's day, including the activities they have taken part in. The childminder is committed to her ongoing professional development, and shares her knowledge with her assistant. For instance, since her last inspection she has attended training about female genital mutilation to extend her knowledge of how to protect children from harm. She reviewed this with her assistant and organised for her to attend training as well.

### Quality of teaching, learning and assessment is good

The childminder understands how children learn and promotes independence in all aspects of their play. She gives clear explanations and demonstrations of how to complete tasks and allows children plenty of time to develop their confidence and skills. Children develop a good knowledge of nature and the world around them. For example, they delight in learning to grow their own sunflowers in the garden. Children carefully use tools to fill pots with soil and use their fingers to make spaces for the seeds. They confidently talk about seeds needing water to grow and consider how tall the sunflowers will grow. The childminder and her assistant are positive and nurturing in all of their interactions. Children have good imaginations and narrate their own play and create their own stories. For instance, they enjoy taking their babies to the doctors to get 'cream for chicken pox', before bandaging their arms and legs to take care of them.

### Personal development, behaviour and welfare are outstanding

Children's behaviour is exceptional. They have excellent table manners, say 'please' and 'thank you' without prompting and are extremely kind to one another. For instance, older children share books with younger children and point and count images for them to see. Children's self-esteem and confidence are promoted exceptionally well. They delight in being mealtime helpers and carefully lay the table for their friends. The well-resourced outdoor area supports children to develop excellent levels of perseverance. For instance, they demonstrate exceptional levels of confidence as they practise how to balance on tyres outdoors. When they master a skill they eagerly seek a new challenge and persevere until this too is achieved. Children are offered a wealth of opportunities to learn about their local community. For instance, they attend the local care home to sing songs with the elderly residents and visit local nature areas.

### Outcomes for children are good

Children listen well to instructions and confidently express their ideas. They learn that games have rules. For example, they carefully build pyramids of plastic cans, before standing behind the line to throw balls to knock them down. Older children are developing strong mark-making and early writing skills. For instance, they enthusiastically colour pictures to practise staying within the lines and draw their own treasure maps. Children are well prepared for the next steps in their learning.

## Setting details

<b>Unique reference number</b>	EY274269
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10073297
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	16 March 2016

The childminder registered in 2004 and lives in West Molesey, Surrey. She operates from 7.30am to 6.30pm, Monday to Thursday, for most of the year. The childminder receives funding to provide free early education for children aged two, three and four years. She works with an assistant.

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