

Childminder report

Inspection date	9 May 2019
Previous inspection date	22 February 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 are aware of their own needs and learn to become independent. For example, they begin to do some things for themselves, such as putting their shoes and coats on.
- Children have access to a wide range of materials and resources to help develop their sensory experiences in different ways. For example, children make caterpillars out of egg boxes.
- The childminder support children's developing self-esteem effectively. For example, she cuddles and praises them. Children develop strong attachments to her and each other. They are happy and confident in the warm and safe environment.
- The childminder reviews her evaluation process effectively. She seeks the views of parents and children to help her identify ways to improve.
- The childminder supports children's communication and language skills well. For example, she repeats back words, simplifies language and pronounces words clearly.
- Occasionally, the childminder does not precisely monitor children's progress to help her more consistently identify any possible gaps in their learning.
- Children who learn best outdoors have fewer opportunities to strengthen their literacy skills.

What the setting needs to do to improve further

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

- improve systems for monitoring children's progress even further, to provide an even sharper focus on identifying any gaps in learning and development
- enhance children's awareness of letters and words, particularly for those children who learn better outside.

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 views of parents.
- The inspector sampled documentation, including planning, children's development records, 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

Safeguarding is effective. The childminder has a good knowledge of how to protect children. She knows what to do and who to contact to keep children safe. The childminder updates her own knowledge to continue to improve her teaching skills. For example, after conducting her own research she is better able to support those children with speech and language issues. The childminder has a good relationship with parents and shares strategies with them for continuity of children's learning at home. Since the last inspection, the childminder has strengthened opportunities for children to develop a sense of responsibility and complete small tasks for themselves, to help them take care of the learning environment around them.

Quality of teaching, learning and assessment is good

The childminder adapts activities for children of all abilities. For example, during a painting activity she names colours for the younger children and asks questions of older children. The childminder encourages the good development of children's speech and extends their vocabularies well. For example, she introduces rhyming words such as 'snoring' and 'pouring'. The childminder supports children's understanding of mathematics effectively. For example, younger children learn words such as 'big' and 'bigger' and older children begin to recognise shapes. The childminder teaches children how to operate simple equipment and they begin to learn how some things work for a purpose. For example, a child plays with a toy blender and learns how to operate it.

Personal development, behaviour and welfare are good

The childminder teaches children to manage risks and their own safety well. For example, children learn how discarded toys may be a trip hazard and learn how to sit safely on a chair. The childminder is a good role model and children's behaviour is good. She encourages good manners and children are polite. The childminder teaches children about diversity and disability in a positive way. For instance, she explained to them that some people need wheelchairs to help them be mobile and how some people need glasses to help them see. The childminder promotes healthy living well. She teaches children about the importance of healthy eating and how food helps to develop a strong immune system and keep children well.

Outcomes for children are good

Children make good progress. They have lots of opportunities to develop their physical skills, for example when they play in the park on the balance beam. Children learn about the world around them well. For instance, they learn how a caterpillar grows and turns into a butterfly. They learn how to grow strawberries, potatoes and sunflowers. Children learn how to care for living things and respect the world around them. Children learn to play well together. For example, they play with an electronic till, share and take turns.

Setting details

Unique reference number	507307
Local authority	Surrey
Inspection number	10072951
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	7
Date of previous inspection	22 February 2016

The childminder registered in 1997. She lives in Worcester Park, Surrey. The childminder operates Monday to Thursday, from 8am to 6pm, all year round.

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