

# Childminder report

<b>Inspection date</b>	16 May 2019
Previous inspection date	9 March 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	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 warm and caring childminder offers a nurturing home-from-home environment where children demonstrate that they feel extremely safe and secure.
- The childminder plans stimulating experiences for children, both indoors and outdoors. Children are motivated and eager to learn. This supports them to make good progress from their starting points.
- The childminder is committed to ensuring that she has good communication with the families in her care. For example, she shares daily diaries of children's achievements and care routines. She regularly discusses children's development and next steps.
- The childminder knows the children incredibly well. Extremely effective settling-in arrangements mean that she has an excellent knowledge of the children in her care. Children build very strong attachments to the childminder.
- Children are offered a wide range of activities to develop their creative skills. For example, they are excited to use rollers, stamps, brushes and stickers to create their own pictures. Younger children enjoy exploring mark making using different coloured paints.
- Partnerships with parents are effective. Parents speak highly of the safe and loving environment that the childminder provides for their children. They praise the excellent opportunities that their children are offered to be outdoors and active.
- Sometimes, the childminder misses opportunities to extend and develop older children's understanding of wider mathematical language and concepts in their play.

## What the setting needs to do to improve further

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

- use available opportunities to extend and develop older children's understanding of wider mathematical language and concepts in their play.

### 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 areas of the childminder's home accessed by children.

### Inspector

Nicola Edwards

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a thorough knowledge of the child protection procedures she must follow if she has any concerns about a child's safety or well-being. The childminder regularly evaluates her provision. She seeks feedback from parents to help identify her strengths and areas of development. She networks with local childminders to develop her knowledge and share best practice. The childminder continues to attend training to develop her professional knowledge. For instance, since her last inspection she has attended training specific to supporting two-year-olds in her setting. This has allowed her to reflect on the teaching she offers to the younger children and develop her practice further. The childminder develops effective partnerships with other settings that children attend. She is committed to sharing information and this helps to provide continuity of care. Parents praise the support they are given when their children attend additional settings.

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

Children's communication skills are well supported. The childminder gives children plenty of time to think about their answers to questions and uses praise effectively, which builds children's self-esteem. For instance, she encourages children to follow visual instruction cards and identify 'what comes next' as they grow their own poppy seeds. Children are eager to talk about how they can use the coriander and basil that they have planted as they create their herb garden. Children are developing good coordination and hand control. For instance, they confidently use spades to fill pots with soil, use scissors to cut open seed packets and watering cans to prepare their seeds.

### Personal development, behaviour and welfare are outstanding

Children's behaviour is exceptional. They demonstrate excellent levels of confidence, listen extremely carefully and take turns without prompting. The childminder is an excellent role model, embedding respect and kindness in all elements of her practice. Children demonstrate exceptionally high levels of care for one another. For instance, older children praise younger children for their achievements, help to feed them at lunchtime and support them to achieve tasks as they play. Children develop excellent skills of independence and perseverance. For example, they concentrate for sustained periods of time as they use large tweezers to transfer plastic bugs from their home-made bug garden to containers. Children are offered plentiful opportunities to learn about the world around them. They develop an excellent understanding of one another's similarities and differences. For instance, they share books about cultures and festivals, attend local events and learn about one another's cultures and beliefs.

### Outcomes for children are good

Children acquire the skills and knowledge to support them in the next steps in their learning and the eventual move to school. Children develop strong imaginations. They delight in creating their own tea parties on picnic blankets before inviting the childminder and their friends to eat. Older children learn that print carries meaning. For instance, they recognise the letters of their name on alphabet posters and enjoy matching labelled sticks to the seeds in their herb garden.

## Setting details

<b>Unique reference number</b>	507436
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10072956
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	9 March 2016

The childminder registered in 1999 and lives in Hinchley Wood, Esher, Surrey. She operates Monday to Friday, from 7.15am to 6.15pm, all year round.

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