

Childminder report

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| Inspection date | 20 May 2019 |
| Previous inspection date | 16 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 are happy, confident and settled within the childminder's care. Children share positive, warm relationships with the friendly and attentive childminder.
- Partnerships with parents are good. The childminder engages in open, two-way communication with parents to ensure all care routines and learning opportunities are mirrored within her setting.
- The childminder meticulously monitors children's development. She completes clear observations and assessments of a child during play and uses this information to track their progress. The childminder swiftly identifies and addresses any gaps in a child's development and carefully plans next-step learning targets to help close these quickly. Children are making good rates of progress.
- Children's physical development is well supported. They benefit from exercise and fresh air when they play in the childminder's garden and when on regular outings, such as to toddler groups.
- The childminder places a good focus on supporting children's emerging literacy skills. For example, she encourages them to name letter sounds and provides print within the environment to help children to understand that written words carry meaning.
- Children develop skills that prepare them well for future learning. For example, they manage their personal care routines and complete simple tasks independently.
- At times, the childminder does not always support children's mathematical skills and strengthen their awareness of early mathematical ideas.
- The childminder regularly reflects on her practice. However, she does not use this to sharply focus on identifying training opportunities in order to help raise the quality of teaching and children's attainment to the highest levels.

What the setting needs to do to improve further

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

- provide more opportunities to children to develop their mathematical skills and understanding of mathematical ideas
- focus more precisely on identifying training and professional development to help raise the quality of teaching and children's attainment to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of all persons living at the premises.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke with the children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Kelly Lane

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder's knowledge and understanding of child protection is good. She is aware of possible indicators of abuse and the procedures to follow. She carries out daily risk assessments to ensure that her home is safe and secure, and successfully teaches children about how to keep themselves safe. For example, young children have mastered the early stages of using a knife to cut fruit, and choose for themselves which healthy foods they will eat. The childminder has established good partnerships with parents and uses effective communication methods to share information about the children. For example, the childminder uses electronic diaries to record activities that children have enjoyed so that parents can continue these experiences at home.

Quality of teaching, learning and assessment is good

Children enjoy their time spent outdoors and become involved in physical activities. For example, children delight at engaging in role play as they go to work in the playhouse. Children sing their favourite rhymes and enthusiastically join in with musical instruments. The childminder provides plenty of opportunities for children to practise existing literacy skills. For example, she provides children with paintbrushes and water to write their names. The childminder successfully uses teaching techniques to help children think for themselves. For example, she gives them simple tasks, asks questions and waits for them to consider what she is asking, to aid their learning. Babies have many opportunities to explore using their senses. For example, they squeal with delight and laugh as they splash in the water tray.

Personal development, behaviour and welfare are good

The childminder is a good role model and provides children with a calm, warm and welcoming environment. Children make independent choices in their play and show high levels of emotional well-being. The childminder gives clear and consistent guidance to help children know their boundaries, gain good manners and behave well. Children learn how to look after each other and adopt healthy lifestyles. They eat nutritious meals and follow good hygiene routines. They enjoy various activities that help them learn about diversity in the wider community and gain knowledge about their own origin and culture. For example, children talk about Egypt and the pyramids.

Outcomes for children are good

Children are confident and self-assured. They are inquisitive and show an increasing ability to concentrate well on activities. They are happy and settled, and treat others with respect. Children show a keen interest making marks with a variety of materials. For example, they use a large chalk board in the garden and write where they are going to 'work'. They are eager to participate and this positive attitude supports the children's self-esteem.

Setting details

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| Unique reference number | EY470885 |
| Local authority | Surrey |
| Inspection number | 10075603 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 0 - 3 |
| Total number of places | 4 |
| Number of children on roll | 4 |
| Date of previous inspection | 16 March 2016 |

The childminder registered in 2013. She lives in Ashford, Surrey. The childminder works Monday to Friday, all year round.

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