

Childminder report

Inspection date	22 May 2019
Previous inspection date	3 March 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder has a good knowledge and understanding of child development. Her observations of children are insightful. She uses these very well to make precise assessments of children's abilities and to identify and target next steps for supporting further progress.
- All children make good progress overall. The childminder is particularly skilled at supporting children's communication and language, and their personal, social and emotional development. In these areas of learning children make outstanding progress.
- The childminder is skilled at responding to children's 'in the moment' interests, such as birds, dinosaurs or a particular book or rhyme. However, she misses opportunities to provide follow-up activities to fully extend children's learning.
- The childminder supports children's well-being exceedingly well. Children show an immensely strong sense of belonging in her home. They form exceptionally strong emotional attachments with each other and the childminder.
- The childminder works in strong partnership with parents. She keeps them extremely well informed about children's abilities and achievements and involves them fully in planning for children's progress. They hold her in extremely high regard.
- The childminder uses self-evaluation to identify improvement plans, for example for creating an outdoor kitchen play area. She is a naturally good teacher, but is not making full use of self-evaluation to extend her teaching skills even further.

What the setting needs to do to improve further

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

- develop the use of self-evaluation to identify ways to develop first-rate teaching practice to support children's progress in all areas of learning
- build further on children's interests to extend their learning even further.

Inspection activities

- The inspector observed the childminder's interaction with children during activities. She looked at the childminder's range of play and learning resources and equipment, and observed the suitability of the premises.
- The inspector discussed the childminder's practice with her and the impact of her activity planning and engagement with children.
- The inspector sampled a range of documentation, including children's records, those relating to safeguarding, and evidence of the childminder's suitability. The inspector talked to the childminder about her use of self-evaluation.
- The inspector sought and took account of the views of parents.

Inspector

Amanda Tyson

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder understands her responsibility to protect children from abuse and exposure to extreme views and practices. She is clear about the procedures to follow if she is concerned about a child's welfare. Weaknesses raised at the last inspection are now key strengths. Play resources are now very accessible to children and they have ample opportunities to use their own ideas in art and design. The childminder has established good partnership working with staff at the nursery settings some children attend. They exchange information about children's current learning and plan together to ensure children's progress plans are consistently supported.

Quality of teaching, learning and assessment is good

The childminder knows the children well and focuses sharply on supporting their progress. She teaches children new skills, for example for using scissors. Children engage in exciting outdoor activities and visit interesting places. They develop new interests, such as in birds, trucks and diggers. The childminder engages children in highly worthwhile conversations and models language extremely well. Toddlers listen attentively to her, for instance, as they look at books together or when she explains why she needs to 'rinse' fruit before they eat it. The childminder asks questions that prompt children to reflect on recent experiences and learning. For example, as they look at a book together about diggers, she asks 'can you remember what this part is called to keep it steady?' Rising three-year-olds know what a 'jack' and a 'grabber' are. The childminder makes strong use of singing and books with rhymes to encourage children's speech and language. She pauses at the end of a rhyming string, prompting them to add the last word, and gets them practising moving their tongue to produce frog noises.

Personal development, behaviour and welfare are outstanding

Children are cared for in a highly nurturing environment. The childminder has a wide range of high-quality play and learning resources that are of immense interest to the children. She teaches them very successfully to share and play cooperatively together. This is superbly demonstrated as young toddlers help rising three-year-olds to fix a train track together without any emerging squabbles. Children are such good friends. The childminder lays excellent foundations for children to adopt healthy and safe lifestyle habits. They have a strong understanding of how to behave when walking along pavements and what to do in the event of a fire. Children engage in lots of exhilarating play, such as tree climbing, and are developing an immense interest in nature.

Outcomes for children are good

Children are well prepared emotionally and practically for the next stage of their learning. They develop excellent small-muscle skills and use tools, such as scissors and knives, very competently. Children hold and use pencils very well. They learn to recognise numerals, for instance on signage and buses when they are out and about. Children develop a very keen interest in books from a young age. They confidently express their feelings and needs and ask questions using articulate language.

Setting details

Unique reference number	121687
Local authority	Surrey
Inspection number	10066265
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	3 March 2016

The childminder registered in 1999. She lives in Thames Ditton, Surrey. She provides care during term time, Monday to Friday between 7.30am and 5.30pm.

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