

Childminder report

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| Inspection date | 14 June 2019 |
| Previous inspection date | 23 March 2015 |

| The quality and standards of the early years provision | This inspection: Previous inspection: | Good Outstanding | 2 1 |
|---|---|----------------------------|---------------|
| 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

- The childminder keeps her knowledge current, such as with regard to new legislation and practice changes, to help improve her teaching skills. For example, after attending training, she has improved her sensory resources to support children with special educational needs and/or disabilities.
- The childminder has a good relationship with other early years providers that children attend. They work well together to promote children's learning and care.
- Children learn to negotiate, share and problem solve well. This is evident when they work out how to share six pieces of equipment between four children.
- The childminder supports children's developing self-esteem effectively. For example, she offers them cuddles and praises them. Children develop strong attachments to the childminder and each other.
- The childminder teaches children independence for future learning. For example, children manage self-care skills and put their own boots and coats on when playing outside and begin to master zips.
- The childminder does not consistently seek parents' views when completing the progress check for all children aged between two and three years for continuity of children's care, learning and development.
- The childminder has not yet fully developed the outside area to provide children with a wide range of resources and activities to challenge them further, particularly for those who enjoy playing and learning outdoors.

What the setting needs to do to improve further

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

- strengthen the relationships with parents and work together with them to fully support a shared approach when completing the progress check for children aged between two and three years
- extend the range of opportunities and experiences and resources available to challenge and support those children who enjoy learning outside.

Inspection activities

- The inspector had a tour of the premises and observed the impact of teaching on children's enjoyment and development.
- The inspector sampled documentation, including planning, children's development records, policies and procedures.
- The inspector spoke with the childminder and children at convenient times during the inspection.
- The inspector took into account the views of parents.

Inspector
Susan Allen

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has completed child protection training and keeps her knowledge up to date. She knows what steps to take if she is worried about a child's welfare. The childminder uses her assessments of children to monitor their development closely. For example, she monitors and tracks their progress, and ongoing planning helps her highlight any areas where they might benefit from more support. Since the last inspection, the childminder has strengthened children's use of modern technology. For example, children use metal detectors and digital timers in their play. Comments from parents show they are happy with the care the childminder provides. They value her caring and sensible approach and are pleased with their children's progress.

Quality of teaching, learning and assessment is good

Children have lots of opportunities to develop their communication and language skills. For instance, the childminder shows the children how to write letters and make the sounds associated with them. Children begin to learn early literacy skills well. The childminder teaches early mathematical skills using everyday activities. She adapts activities for children of different abilities effectively. For example, she uses props and exaggerated gestures to engage younger children and asks questions of older children. The childminder provides various ways for children to explore and use different materials and resources. For example, they use their senses to discover how different textures feel and how they look and sound. Children fill up different containers and experiment with a container with holes that leaks water out of the bottom. The childminder extends learning well and children begin to learn to think for themselves.

Personal development, behaviour and welfare are good

The childminder is a good role model and children behave well. Older children role model good behaviour and help younger children. They begin to learn about responsibility effectively. The childminder teaches children about personal risk well. For example, older children are careful when negotiating steps that are wet and advise younger children that they may be slippery. Children are kind and considerate and are beginning to understand the needs of others. The childminder teaches children how to be careful when cutting their own fruit, and they learn how to use tools and equipment safely. Children develop a good awareness of living healthy lifestyles and learn about the positive effect food has on the body.

Outcomes for children are good

Children learn to play cooperatively. They learn to share and take turns well. This is evident when children share out resources. Children are helpful to each other and older children help younger ones wash their hands for their snack. Younger children learn to count and older children begin to learn how to estimate. Children have regular opportunities to practise their physical and social skills. For example, they go on outings with the childminder to local toddler groups, visit soft-play areas, parks and the library. Children make good progress from their starting points.

Setting details

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| Unique reference number | EY382387 |
| Local authority | Surrey |
| Inspection number | 10108703 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 2 - 3 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Date of previous inspection | 23 March 2015 |

The childminder registered in 2008. She lives in Fetcham, Surrey. She operates on Monday to Friday, from 8am to 6pm, for most of the year. The childminder receives funding to provide free early years education for children age three years. She holds early years teacher status.

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