

Childminder report

Inspection date	11 June 2019
Previous inspection date	28 January 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 and her assistant are positive role models. They are calm, patient and take time to praise and encourage all children. This helps children develop high levels of confidence and self-esteem.
- The childminder promotes children's high levels of interest in animals. Children become fascinated as they closely observe a pet tortoise. They learn how to care for tortoises and what types of food they eat.
- Partnerships with parents are effective. The childminder uses her well-established systems to successfully involve parents in contributing to their children's ongoing progress and home learning. Parents are very complimentary about the care and education the childminder and her assistant provide for their children.
- Children build strong social skills and enjoy playing games together. For example, they are eager to play hide and seek and identify good 'hiding places'. Children make good progress, including those with special educational needs and/or disabilities (SEND).
- The childminder has a secure understanding of her role in working together with other professionals to improve the outcomes for children. There are good systems in place to share information with other settings children attend.
- At times, the childminder does not focus as well as possible on children's individual learning needs during planned activities, to help them make as much progress as possible.
- The childminder does not consistently encourage parents and children to share their ideas and suggestions to help her make improvements.

What the setting needs to do to improve further

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

- develop the planning of activities further, to focus more precisely on children's individual learning needs and help them make more rapid progress
- consider different ways to encourage children and parents to share their views in order to strengthen the self-evaluation process.

Inspection activities

- The inspector observed the quality of teaching indoors, and assessed the impact this has on children's learning and development.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and her assistant, who was present on the day of the inspection. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents through reading written feedback provided.
- The inspector had a tour of the childminder's home.

Inspector

Sarah Richards

Inspection findings

Effectiveness of leadership and management is good

The childminder takes responsibility for keeping up to date with her own and her assistant's professional development. For example, both have completed safeguarding training and have a secure understanding of their responsibility to protect children and families from being drawn into extreme behaviours and views. Safeguarding is effective. The childminder and her assistant are fully aware of the signs and symptoms to look for if they feel a child is at risk. The childminder works effectively with other agencies. For example, she draws on their knowledge for guidance and support. The childminder carefully monitors her assistant's practice. She provides effective supervision, support and training to ensure they fulfill their teaching responsibilities. The childminder maintains good standards of safety in her home and on outings.

Quality of teaching, learning and assessment is good

Observation and assessment of children's learning are accurate. The childminder and her assistant have a secure understanding of how to support children's learning through play and clearly identify next steps for them to work towards. The childminder supports children's physical development well. Children explore different ways to travel on a slide and learn how to climb up and down stairs safely. The childminder provides a variety of resources to stimulate children's imagination. For instance, they enjoy dressing up and putting their doll's house figures to sleep. The childminder and her assistant make learning enjoyable. For example, children explore water using a variety of resources. They thoroughly enjoy the sensory feel of the cool water on their hands. They scoop up water with various sized containers, helping to develop good hand-to-eye coordination.

Personal development, behaviour and welfare are good

Children emotionally flourish in the setting. They benefit from experiencing a welcoming, polite and respectful family environment provided by the childminder and her assistant. Children form secure emotional attachments to them, seeking cuddles and reassurance, and they eagerly involve adults in their play. The childminder strives to enhance her provision further through a closer study of ways to support children with SEND. She promotes children's independence skills well. For instance, very young children attempt to wash and dry their own hands after having their nappy changed. This helps to embed very good hygiene routines at an early age, promoting children's good health. Children behave well for their age. They treat each other with kindness and respect and have developed secure friendships.

Outcomes for children are good

Children are confident, self-assured and resilient individuals. They are well prepared for the next stage of their learning. Older children's early writing skills are developing well. For instance, they practise forming the letters in their name as they take part in mark-making activities. Children have opportunities to develop their strength, balance and coordination. They show increasing coordination and control in physical activities both indoors and outdoors. This is illustrated as they twist and jump on the trampoline.

Setting details

Unique reference number	EY256286
Local authority	Surrey
Inspection number	10106752
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 13
Total number of places	12
Number of children on roll	19
Date of previous inspection	28 January 2015

The childminder registered in 2003 and lives in Haslemere, Surrey. She works with an assistant and provides funded early education for two-, three- and four-year-old children. The childminder operates from 7.30am to 6pm on Monday and Tuesday and from 8am to 6pm on Wednesday and Thursday, for most of the year. The childminder holds an appropriate qualification at level 3.

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