

Childminder report

Inspection date	2 July 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 tracks children's development well, which helps to swiftly identify any emerging concerns. She makes full use of outside agencies to ensure children get the support they need to make continued progress.
- The childminder works in partnership with parents to promote good outcomes for children. She uses a range of ways to keep them fully informed about their child's progress, such as by sharing learning journals and daily feedback. However, information sharing with other settings children attend is not fully effective to ensure continuity in learning for children.
- The childminder successfully teaches children how to keep healthy and safe. For example, she reminds children to wash their hands before eating and applies sun cream before they play in the sun.
- Children confidently use a range of media and materials to develop their creative skills. This is illustrated when they paint with conkers and make collages with leaves they have collected from local woodland.
- The childminder provides a warm and welcoming environment for children which helps them to feel safe and secure. She offers a broad range of activities and resources to enhance children's progress in all areas. However, occasionally, the childminder does not plan effectively for adult-led activities. This means younger children are not always challenged enough to enable them to become more engaged in their learning.

What the setting needs to do to improve further

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

- strengthen arrangements for sharing information with other settings children attend to ensure continuity in their learning and care
- improve planning for adult-led activities to provide a level of challenge that meets the needs of younger children to further engage them in their learning.

Inspection activities

- The inspector had a tour of the areas of the premises used for childminding.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector sampled a range of documentation, including suitability checks, children's records and policies and procedures.

Inspector

Michaela Borland

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a robust knowledge of the indicators that a child may be at risk of harm. She has a thorough understanding of the processes to follow if she has concerns about a child's welfare. The childminder demonstrates a commitment to her ongoing professional development. For example, she successfully completes online training to ensure her knowledge and skills are up to date. This means children benefit from consistently high-quality teaching. She seeks the views of parents and children when evaluating her provision to help identify areas for improvement. For instance, following feedback from older children, she now provides more sticker activities to further develop their creative and problem-solving skills.

Quality of teaching, learning and assessment is good

The childminder regularly observes children's play and accurately assesses their progress. She uses the information gathered to plan meaningful next steps for children's learning. The childminder uses her good knowledge of child development to plan activities that follow children's interests. This is demonstrated when younger children enjoy searching for dinosaurs hidden under foam soap bubbles. The childminder uses a variety of ways, such as narrating children's play, to positively enhance their communication and language skills. Children enjoy many trips and outings during their time with the childminder, which positively supports their understanding of the wider world. For instance, they visit a local residential home for the elderly, which helps children to learn about people who are different from themselves.

Personal development, behaviour and welfare are good

The childminder knows the children in her care well. She forms positive relationships with them and is extremely sensitive to their needs. For example, she knows when children are tired or hungry or need cuddles and reassurance. She promotes children's independence very well. This is evident as children confidently lead their own play and choose the toys they want to play with. She models good manners for children and encourages them to take turns. As a result, children are well behaved. Care practices are implemented well and positively support children's physical well-being.

Outcomes for children are good

Children make good progress from their starting points and acquire the skills they need for their next stage in learning, including the move to school. They enjoy the many activities and resources that help to improve their understanding of technology. This is illustrated when they operate the toy electric car and push buttons on a musical teddy. Children successfully enhance their imaginations. For example, they enjoy making a birthday cake in the role-play kitchen.

Setting details

Unique reference number	EY544018
Local authority	Surrey
Inspection number	10096675
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	4
Number of children on roll	7
Date of previous inspection	Not applicable

The childminder registered in 2017 and lives in Caterham, Surrey. She operates all year round from 7.30am and 6pm, Monday to Friday.

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