

# Childminder report

<b>Inspection date</b>	2 July 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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, secure and making good progress in the care of this friendly and attentive childminder. They show high levels of confidence and good social skills, further demonstrating the positive attachments in place.
- The childminder is committed to her role. She regularly completes training to enhance her skills. For example, she has attended training to support children who are learning English as an additional language.
- Good arrangements to monitor children's progress help the childminder to identify areas where children may require additional support, to narrow any possible gaps in their learning.
- Children's behaviour is good. They concentrate well during activities and are motivated to learn. The childminder encourages good manners and helps children to play cooperatively.
- The childminder plans a wide range of experiences to help children to make good progress. Children develop a good understanding of the natural world. They enthusiastically search for small insects and snails in the childminder's garden. Children learn to respect living things. They carefully hold a snail in their hand and replace it back where they found it.
- The childminder places a good focus on supporting children's emerging literacy skills. For instance, she reads stories to children in lively tones and encourages their spontaneous comments.
- Children make good progress in their learning. They develop skills that prepare them well for their future learning. For example, they visit places of interest in the local community, such as the zoo.
- Information gathered from parents about children is not sufficiently focused on children's skills and what they already know and can do when they first start attending.
- At times, the childminder does not consider ways to adapt some group activities to engage all children.

## What the setting needs to do to improve further

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

- strengthen information gathered from parents about children's learning on entry to better inform baseline assessments and promote more rapid progress from the outset
- explore ways to adapt some adult-led activities to help engage all children, particularly those who are less confident or reluctant to partake.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had 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

The childminder is very vigilant and ensures children are constantly supervised to promote their safety and well-being. She has a strong understanding of the processes to follow if she has any concerns with regards to the welfare of children. Safeguarding is effective. The childminder has a good knowledge of her provision and understands her role and responsibilities well. She evaluates the quality of her service and practice effectively and makes improvements that benefit children's learning. She has established good partnerships with parents and uses effective communication methods to share information about the children. For example, children have electronic diaries, and the childminder records activities that children have enjoyed so that parents can continue these experiences at home.

### Quality of teaching, learning and assessment is good

The childminder provides a calm environment where children persevere at completing challenging tasks. They work out that they need to place 'wheels' on the base of the bricks they are building to enable it to move along the floor. The childminder initiates many purposeful discussions, asks children questions and allows plenty of time for them to think and answer. When playing with dough, the childminder demonstrates to the children how to use equipment and provides a narrative to their play, introducing letter sounds. This contributes well to children's developing communication skills. Children enjoy their time spent outdoors and become involved in physical activities. For instance, they dance along to their favourite rhymes and enthusiastically join in with the gestures for the rhyme. The childminder discusses colours as children enjoy mark-making activities with chalks. She provides plenty of opportunities to practise mathematical skills. For example, she encourages the children to compare the different sizes of fruits using words, such as 'bigger' and 'smaller'.

### Personal development, behaviour and welfare are good

Children are keen and independent learners. They are happy and secure in their play as a result of the close and secure bonds they develop with the childminder. Children are encouraged to enjoy a healthy lifestyle. For example, the childminder helps children to gather fruit from the bushes in the garden and they love to eat this at snack time. The childminder teaches children independence for future learning. For example, children manage self-care skills and put their shoes on and sun cream when playing outside. The childminder emphasises the importance of exercising to promote physical development. For instance, children walk to the local park where they are able to run and climb.

### Outcomes for children are good

Children are active and enjoy exploration. All children, including those who are learning English as an additional language, make good progress from their starting points. They develop friendships and seek out their peers to share their experiences. Children use wonderful imaginative skills as they use sand and herbs to make dinner. They are keen learners and are developing the necessary skills they require for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY548657
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10111265
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 2
<b>Total number of places</b>	4
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2017. She lives in West Molesey, Surrey. The childminder operates her service Monday to Friday, from 7am to 7pm, 49 weeks a year.

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