

Childminder report

Inspection date	24 April 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
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's home is welcoming and stimulating. Children confidently access toys and resources. They happily engage in imaginative play. For example, they use real nappies as they prepare the dolls for an afternoon nap.
- Parents speak very highly of the childminder. They praise her approachable, relaxed nature and comment on how happy their children are when in her care. Parents appreciate how much the childminder communicates useful information with them about their children's care and learning.
- The childminder provides children with varied opportunities to learn about people and communities that are different to their own. For instance, she plans fun activities to explore Chinese New Year and Diwali.
- Sometimes, during adult-led sessions, the childminder is quick to introduce her own ideas and she does not always give the children enough time or opportunities for them to fully contribute their own thoughts.
- Children's personal, social and emotional development is fostered well. They are confident and independent. Children play harmoniously together. They take their lead from the childminder, who is a good role model to them, promoting manners and kindness at every opportunity.
- During activities, the childminder does not provide children with opportunities to extend their thinking skills to higher levels and enable them to explore and experiment for themselves.
- The childminder uses effective methods to enable her to accurately monitor and assess children's progress. She carefully observes children and uses her observations to plan precisely for their next steps in learning.
- The childminder supplements her home provision with many exciting visits and outings. For example, children visit the local farm park with her. They learn about animals and growth, developing their understanding of the world.

What the setting needs to do to improve further

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

- develop understanding of how questioning can be used to enable children to fully explore their own ideas and thoughts
- create more opportunities to consistently extend children's knowledge and learning.

Inspection activities

- The inspector completed a joint evaluation of an activity with the childminder and discussed their findings.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at a range of documentation and spoke to the childminder about how she evaluates the effectiveness of her provision. She looked at evidence of the suitability of the childminder and those living in the household.
- The inspector took account of the written views of parents.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.

Inspector

Amanda Harrison

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is aware of the possible signs of abuse and neglect. She has a clear understanding of how to assess and minimise potential hazards, both at home and during outings, in order to keep children safe. All required documentation, including policies and procedures, and written permission from parents are in place. The childminder monitors and tracks children's development and learning well. Assessment is accurate. The childminder has regular contact with other childminders in the local area, which helps her to share ideas and discuss best practice. She works effectively in partnership with parents to meet children's individual needs. Parents make positive comments about how well their children are cared for by the childminder.

Quality of teaching, learning and assessment is good

The childminder provides a variety of activities and resources to engage children in learning. She allows them the freedom to explore the environment and activities on offer. The childminder observes children's learning and uses her observations well to inform her planning. For instance, she creates individualised learning plans for all children. She plans specific activities to help them work towards their next steps and enable them to develop new skills and experiences. For example, she introduces soil, shaving foam and paint in messy play to children who are less keen to explore different textures. Children learn to be self-sufficient and manage small tasks on their own. For instance, they attempt to dress themselves in appropriate clothing to play outdoors and even the youngest children learn to feed themselves. Children persevere at tricky tasks. For instance, when squeezing paint, they manipulate the bottle and use their whole hand. Creativity and small physical skills are promoted during this activity.

Personal development, behaviour and welfare are good

The childminder is caring and attentive to children's needs. Children listen well and demonstrate a good understanding of the rules and boundaries in place. They have many opportunities to learn about how to keep safe and manage risks. For example, children know how to keep safe when crossing a road and that the hob becomes hot when cooking lunch. The childminder encourages children to learn about how their actions have an impact on others. For example, she helps them to share, explaining that taking toys from each other makes their friends feel sad. Children receive lots of praise and encouragement, which helps to promote their self-esteem. The childminder provides healthy food and talks to children about the benefits of healthy eating. Children show independence and developing physical skills as they cut up fruit with knives.

Outcomes for children are good

Children make good progress from their individual starting points. They are independent and motivated to learn. For instance, older children help lay the table and prepare food for lunch. They use good manners, saying 'please' and 'thank you' at mealtimes. Children have many opportunities to develop their physical skills. For example, they visit different toddler groups, soft-play centres and local areas of interest. Children are encouraged to take turns and they learn to share and play well together.

Setting details

Unique reference number	EY537699
Local authority	Surrey
Inspection number	10092678
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
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 Ash, Surrey. She operates Monday to Friday, from 8am to 6pm, for most of the year. Funding is accepted for the provision of free early years education for children aged two, three and four years. The childminder has a recognised childcare qualification at level 3.

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