

Childminder report

Inspection date	2 August 2019
Previous inspection date	17 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 has high expectations for children. She is dedicated towards her role and responsibilities and in providing the best possible care and opportunities for their progression and growth.
- Children are happy and enthralled learners. They display strong and loving bonds with the childminder, who is attentive and responsive towards their needs and requirements.
- The childminder closely tracks the development of the children. She uses this information to help her to quickly identify gaps or changes in their progress, to provide additional support or challenge to help them to achieve to their fullest potential.
- Children have many opportunities to explore the wider world around them. They go on exciting adventures to the park, build dens and also go fruit picking to build on their increasing knowledge about healthy eating and choices.
- Children behave well. The childminder provides firm and gentle explanations to help children to know about her expectations for their behaviour and to help them to learn to play well with others.
- The learning environments provide children with too many choices, to support them to focus on tasks and build on their increasing concentration skills.
- The childminder plans exciting activities to widen children's experiences. However, at times these are not planned effectively to fully include younger children.

What the setting needs to do to improve further

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

- review the resources on offer to children, to help them to make more-informed choices to build on their increasing concentration in completing tasks
- plan more effectively to fully include younger children in planned activities, to build further on their learning experiences.

Inspection activities

- The inspector had a tour of the areas of the home used for the childminding provision. The inspector took into account the views and comments of parents and spoke directly to a parent.
- The inspector sampled a range of documentation, including suitability checks, policies and procedures, and children's developmental records.
- The inspector observed the interaction of the childminder and the children and the impact the teaching has on their learning and development. The inspector observed play in both the indoor and outdoor environments.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The inspector spoke to the childminder about her professional development and how she evaluates her provision and her current areas identified for improvement.

Inspector

Gwendolyn Andrews

Inspection findings

Effectiveness of leadership and management is good

The childminder has worked well towards the recommendation from her last inspection. She now places a lot of time and thought into her professional development and the courses she accesses, to ensure they help her to raise the outcomes for the children in her care. Safeguarding is effective. The childminder has secure and confident knowledge of how she would identify areas of abuse and the procedures she would use to report any concerns for a child's welfare. The childminder is reflective towards how she evaluates her provision. She has a clear vision of areas for improvement and values the comments and views of both parents and children in helping her to inform positive changes. The childminder shares information well with other settings that children attend, which helps to provide them with an inclusive approach towards their future progress.

Quality of teaching, learning and assessment is good

The childminder constantly observes children's development and is in tune with their changing interests and likes. She discusses next steps with parents and uses her planning and observation systems to include them at all times with children's achievements and successes. The childminder places an importance on helping children to build on their communication and language skills. She repeats and introduces new words in story time for younger children and provides older children with thought-provoking questioning to help them to express their own thoughts and ideas. Children enjoy making patterns with water and large brushes in the garden, to help to build on their emerging early literacy skills. The childminder helps children to count items as they play. They are learning to solve problems and work out solutions as they make items move along pipes by pouring water to create movement.

Personal development, behaviour and welfare are good

The childminder is a good role model. Children use impeccable manners and show an awareness of being patient and respecting the needs of others. The childminder encourages children to become independent quickly and persevere with their own self-care skills. For instance, children are given lots of time to try and put on their own shoes for outdoor play and receive high levels of praise to build on their self-esteem and confidence in their own abilities. Their physical skills are increasing rapidly, with younger children negotiating space well and understanding how to manage small risks in their learning. Older children learn about distance and estimation as they ride wheeled items and use large-scale equipment. They are starting to use their imaginations as they make up creative role-play games together, to create their own stories.

Outcomes for children are good

Children display a firm sense of belonging. They are keen and interested learners. Children enjoy learning how things work as they press buttons on toys to hear sounds and enjoy interactive books that play their favourite songs. They explore with sensory resources such as rain makers and tambourines to learn about rhythm and take part in action songs to move their bodies. Children are supported well to gain the skills they require for the next stages in their learning and their eventual move on to school.

Setting details

Unique reference number	EY349940
Local authority	Surrey
Inspection number	10108649
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	17 March 2015

The childminder registered in 2007 and lives in Ash Vale, Hampshire. She provides care all year round, on Tuesday to Friday from 7.30am to 6pm. The childminder holds an early years qualification at level 3.

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