

Childminder report

Inspection date	6 August 2019
Previous inspection date	24 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder completes detailed observations of children. She uses what she learns from these very well to make precise assessments of children and to track and plan for their progress. Children make good progress overall. They make outstanding progress in their personal, social and emotional development.
- Children who speak English as an additional language make rapid progress due to the childminder's very well-developed teaching skills.
- Children are cared for in an extremely welcoming and stimulating home environment. Play and learning resources are of high quality. The childminder's home is filled with highly unusual artefacts and special effects, such as fairy lighting and enjoyable, innovative enclosed areas, which children enthusiastically explore.
- The childminder keeps parents very well informed about children's learning. They plan precisely together to support children's progress. However, she has not established this level of partnership with other early years settings children also attend, to ensure children receive consistent support between settings.
- The childminder has a very strong understanding of children's individual emotional needs. She promotes positive behaviour with great skill and successfully helps children develop confidence and self-esteem.
- The childminder has not established a sharply focused programme of professional development to help her raise the quality of her provision to an outstanding level overall.

What the setting needs to do to improve further

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

- establish arrangements for sharing information about children's progress and learning needs with the other settings children also attend, to help ensure children receive consistent teaching support
- focus more sharply on supporting professional development, to raise the quality of the provision to the highest level.

Inspection activities

- The inspector observed the childminder's interaction with children during activities indoors and outdoors. She looked at the childminder's range of play and learning resources and equipment, and observed the suitability of the premises.
- The inspector discussed the childminder's practice with her and the impact of her activity planning and engagement with children.
- The inspector sampled a range of documentation, including children's records, those relating to safeguarding, and evidence of the childminder's suitability. The inspector talked to the childminder about her use of self-evaluation.
- The inspector sought and took account of the views of parents.

Inspector

Amanda Tyson

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder understands her responsibility to protect children from abuse and neglect and exposure to extreme views. She is clear about the procedures to follow if she is concerned about a child's welfare. The childminder has strengthened her partnership with parents immensely since the last inspection. Although not highly proactive in identifying and targeting professional development needs, the childminder researches ideas for activities based on good self-evaluation. She also keeps up to date with most early years developments using online resources and her contacts with a children's centre.

Quality of teaching, learning and assessment is good

The childminder recognises gaps in progress, such as for developing pencil control skills, and targets these well. She plans and provides a good range of challenging activities that link well with children's interests, such as dolls, exploring the outdoors and playing board games. The childminder seizes opportunities to extend and build on children's prior learning. For example, as they initiate play with toy vehicles, she explains in detail what a transporter is, what it carries and why, and challenges them to recall if they have seen one. The childminder provides enjoyable activities to promote letters and sounds. She starts by slowly pronouncing the first letter sound of a three-letter word. If they need more help, she begins to blend in the second letter, and when necessary the third. Children excitedly find the matching picture.

Personal development, behaviour and welfare are outstanding

Children are inspiringly knowledgeable about how to keep themselves healthy and safe. They proudly sing a rhyme detailing exactly what to do if they ever get lost. They know the importance of wearing a sun hat and cream, and why. Children take part in a superb range of challenging outdoor play and learning activities, such as building dens in the woodlands. Children good naturedly laugh at the childminder and themselves when they fail in enjoyable, challenging games. This is due to the childminder's immense skill in encouraging their self-esteem. Children behave exceedingly well. They listen carefully to the childminder's reasons for her instructions or requests and then follow these. The childminder plans and provides excellent opportunities for children to learn about their own cultures and to engage in local community activities.

Outcomes for children are good

All children become confident and articulate communicators. Pre-school children count reliably to high numbers and state precisely how many of something they need. Children make informed choices about what they want to play with and confidently suggest their own ideas for doing something. They dress themselves and competently manage their own toileting needs. Children enjoy books and develop high levels of pretend play skills. They are knowledgeable about and interested in the world. They describe all the seasons, linking them to key features, such as 'bunnies' and chicks being born in spring. Children are well prepared for moving on to nursery and school.

Setting details

Unique reference number	507181
Local authority	Surrey
Inspection number	10066299
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 4
Total number of places	6
Number of children on roll	1
Date of previous inspection	24 February 2016

The childminder registered in 1995. She lives in Hooley, Surrey. The childminder works Monday to Friday throughout the year between 7am and 6pm.

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