

Childminder report

Inspection date	6 August 2019
Previous inspection date	8 June 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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

- Children are settled and secure in the childminder's care. They build very strong relationships with her and show good levels of emotional well-being.
- The childminder observes and assesses children's development well. This helps her to identify any emerging gaps in their progress and plan activities to help them to catch up.
- The childminder provides children with good opportunities to learn about their environment. For example, they study the life cycle of a butterfly, to help develop an understanding of growth and changes over time.
- The childminder reflects on her practice effectively. She regularly seeks the views of parents and children, to help develop her setting further and to drive improvements. For example, she adapts activities based on children's individual interests so that they remain fully engaged in their play.
- At times, the childminder does not provide an environment that helps all children to sustain their concentration during activities and benefit from uninterrupted play.
- During planned activities, the childminder does not allow children to explore and investigate the resources beforehand, to help build their confidence to use them for a purpose.
- Children develop the skills that prepare them well for their future learning, including pre-school and school. For example, they follow instructions and complete routine tasks independently.

What the setting needs to do to improve further

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

- develop the organisation of the environment so that children are supported more effectively, and encouraged to concentrate fully during activities
- allow children to play with and explore the resources before using them for a purpose.

Inspection activities

- The inspector observed the childminder and the children indoors and in the garden.
- The inspector sampled written feedback from parents about the childminder's service and discussed with the childminder how she evaluates her provision to bring about improvements.
- The inspector viewed documentation, including evidence of public liability insurance and paediatric first-aid training.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children, and how she would monitor their learning and development.
- The inspector asked the childminder to evaluate the learning that was taking place.

Inspector
Ingrid Howell

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is knowledgeable about how to protect children and keep them safe. She has clear procedures to follow if she has any concerns about children's welfare. The childminder helps children to develop a good understanding of how to stay safe effectively. For example, she explains to them that they must not walk behind a swing when other children are using it, as they may harm themselves. The childminder keeps her skills up to date. She attends network meetings and works well with other childminders to gain ideas for activities. This helps to strengthen her teaching skills. Partnerships with parents are good. The childminder works well with them to ensure that she meets children's individual needs. She keeps parents informed and involved in their children's development. This helps to provide continuity in the care and learning between their home and the childminder's setting.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn and develop. She provides good opportunities to enhance children's literacy skills. For instance, children enjoy singing along to their favourite songs and predict what might happen next in stories. Older children develop an awareness of letters, the sounds they represent and words beginning with these, such as their names. Children demonstrate good imaginative skills as they act out familiar experiences during role play. For example, they pretend to clean the tables and prepare meals for their friends and the childminder. The childminder supports children's mathematical skills well. For instance, children count and compare sizes as the childminder reads familiar stories to them. Children enjoy the time they spend outdoors. Toddlers explore a range of sensory experiences, such as sand, water, soil and sawdust. They combine the resources to help them to recognise change. For example, they make sloppy mud with soil and water.

Personal development, behaviour and welfare are good

The childminder provides many opportunities that promote children's physical well-being. For example, children benefit from regular exercise in the well-resourced garden and through regular visits to farms, parks and gardens. The childminder uses these opportunities, such as visiting fruit farms and picking strawberries, to help children gain an awareness of where their food comes from. During mealtimes, she reinforces the importance of making healthy food choices, as part of leading a healthy lifestyle. Children's behaviour is good. The childminder acts as a positive role model and sets clear boundaries and rules. These include respecting each other and the environment. She uses positive strategies to help children to respect and value others. For example, children are rewarded with stickers for being kind to their friends and stick these on the 'kindness tree' to celebrate with others.

Outcomes for children are good

Children make good progress in their learning. They are eager and inquisitive to explore the environment. They show confidence in speaking and listening and cooperate well with others during play. For example, they understand the need to share, take turns and treat others with kindness and respect.

Setting details

Unique reference number	EY317028
Local authority	Surrey
Inspection number	10106320
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	8 June 2015

The childminder registered in 2005. She lives in Staines, Surrey. The childminder offers care on Monday and Thursday from 7.30am to 6pm. She receives funding to provide free early education for children aged three years.

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