

Childminder report

Inspection date	8 August 2019
Previous inspection date	22 November 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 addressed the weaknesses from her last inspection. For instance, she has developed new systems for monitoring children's progress. The childminder regularly observes and assesses children's development. She effectively identifies appropriate next steps for their learning and plans activities that support children to make good progress.
- The childminder supports children to develop a good understanding of personal safety. For example, they confidently talk about the meaning of the different colours of traffic lights and identify things that might hurt them.
- The childminder works in close partnership with parents. Parents speak highly of the childminder and comment that they are happy with the care provided to their children.
- The childminder supports children to develop their understanding of healthy lifestyles and provides them with a wide range of varied and nutritious snacks. Children enjoy selecting which fruits and vegetables they would like for their snack and talk confidently to one another about their favourites.
- Although the childminder supports children to develop their knowledge of colours and shapes, she sometimes misses opportunities to explore wider mathematical concepts and simple problem-solving.
- The childminder does not gain enough detailed information from parents about their child's existing skills when they join the setting, to allow her to plan effectively from the outset.

What the setting needs to do to improve further

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

- use opportunities that arise to extend and develop children's wider mathematical language and problem-solving skills more consistently in play
- extend the information sought from parents to gain a better understanding of their child's learning when they first attend the setting.

Inspection activities

- The inspector talked with the childminder and children at appropriate times during the inspection.
- The inspector viewed some written documentation, including children's developmental records, attendance registers, policies and training records.
- The inspector viewed written feedback from parents to gain their views.
- The inspector viewed all areas of the home that children have access to.
- The inspector observed the quality of teaching during activities both indoors and outdoors, and assessed the impact it has on children's learning.

Inspector

Nicola Edwards

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of the signs and symptoms that indicate a child may be at risk of abuse or neglect. She knows her responsibilities to report any concerns about a child's welfare. The childminder continues to maintain her statutory training and has a clear plan of wider professional training that she intends to attend to raise her teaching to a higher level. The childminder has developed effective systems to evaluate her setting and identify her strengths and areas for improvement. She takes accounts of parents' and children's feedback and meets with her local authority and other childminders to share ideas of best practice. The childminder regularly shares information about children's care routines, the activities they have taken part in and their development with parents.

Quality of teaching, learning and assessment is good

Children are confident to share their ideas and pursue their own interests in the well-resourced environment. Children enjoy opportunities to be creative and use their senses. For instance, they delight in creating coloured sensory bags using paints, dyes and oils. They eagerly experiment with different materials and are keen to see what happens when they mix them together. Children develop confidence in their early handwriting skills as they make patterns on the surfaces of their bags and practise writing the letters of their names. The childminder uses questioning effectively to develop children's communication skills well. For example, she encourages them to predict what will happen and to describe how the bags feel. Children are excited to tell her that they are 'cold' and 'comfortable'.

Personal development, behaviour and welfare are good

The childminder knows the children in her care well. She has trusting relationships with them and they demonstrate that they feel safe and secure. Children's behaviour is good. They are confident and visibly happy. Children take turns, share and work well together. The oldest children are good role models and ensure that the youngest children are included in games and activities. For instance, they sit together and read them stories. The childminder praises children's achievements and listens carefully to their ideas, which contributes to their high self-esteem. Children are gaining a good understanding of the local community and the world around them. For instance, they enjoy visits to the local library to borrow books and to playgroups to socialise with larger groups of children, as well as trips to beaches, farms and parks. Children enjoy opportunities to learn about different festivals and cultures, and are encouraged to value diversity.

Outcomes for children are good

Children develop the skills and knowledge they need for the next steps in their learning, including the move to school. Children confidently sing familiar songs and rhymes to their friends and visitors. They recognise the letters in their names and independently recite the alphabet. Children eagerly collect books to share with the childminder and actively talk about the story. Children have strong imaginations. For example, they carefully dress their toy babies and rock them to sleep as they sing.

Setting details

Unique reference number	EY397231
Local authority	Surrey
Inspection number	10086433
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	22 November 2018

The childminder registered in 2009. She lives in Addlestone in Surrey. The childminder has an appropriate early years qualification at level 3. She works Monday to Friday from 7.30am to 6.30pm, all year round.

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