

Childminder report

Inspection date	12 August 2019
Previous inspection date	27 July 2016

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder knows the children extremely well. She observes children's play and learning and uses the information she gains from her good evaluations to inform accurate assessments of their abilities and progress. Children all make good progress overall. They make excellent progress in their personal, social and emotional development.
- Children are cared for in an extremely welcoming and stimulating home environment. Play and learning resources are of a high quality. Young children are inspired to initiate independent talk as they engage in pretend play with resources that replicate what children already know and understand about their immediate world.
- The childminder keeps parents very well informed about children's development and together they agree ways to support children's progress. However, she has not established arrangements for involving the nursery settings some children also attend, to ensure children receive consistent support.
- The childminder has a very strong understanding of children's individual emotional needs. She promotes positive behaviour with great skill and very successfully helps children develop confidence and self-esteem.
- The childminder does not make full use of opportunities to encourage children's progress with weight and measure as well as she does with numeracy and shape.

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
- plan and provide more opportunities to support children's knowledge and understanding of weight and measure.

Inspection activities

- The inspector observed the childminder's interaction with children during activities indoors. 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 invests in high-quality play equipment and since the last inspection has made major improvements to her garden, which is now an exciting play and learning area. The childminder makes good use of self-evaluation to identify and target her professional development needs well. For example, she organised training for herself linked to supporting children's communication and language development. This helped her to address the recommendation raised at the last inspection. The childminder has established arrangements with other professionals to receive mentoring and coaching. She attends as much training as possible and makes strong use of childminding forums and networks to help extend her teaching practice even further.

Quality of teaching, learning and assessment is good

The childminder is experienced and passionate about her role. She is skilled at using children's interests to engage them and support their progress. For example, as children initiate shop play, the childminder makes subtle suggestions for them to check what they need from picture shopping lists she has created. She challenges them to find items beginning with a particular letter sound. Toddlers engage in sustained, concentrated play and demonstrate highly advanced pretend play skills. For example, they hover food packaging over a toy scanner as they say 'beep beep'. Two- to three-year-olds use advanced language, encouraged by the childminder as they act out their real experiences, such as for loading shopping onto the moving conveyor belt. The childminder asks children good questions and focuses well on giving children time to respond before stepping in to provide the answer.

Personal development, behaviour and welfare are outstanding

The childminder is an excellent role model to children. Young children copy her use of common courtesies, such as 'please may I have' and 'thank you'. They demonstrate impeccable table manners and develop high levels of independence. Squabbles naturally do occur, but the childminder's focus on teaching children to manage these themselves is immensely impressive. When one child tries to disrupt another's play or make a decision they do not agree with, children calmly explain 'I don't want you to do that'. Their ability to listen to and respect each other is superbly demonstrated. Children praise each other and older toddlers are immensely inclusive of younger ones. The childminder plans and provides exceptionally good opportunities for children to develop knowledge of their immediate community and be involved in local activities.

Outcomes for children are good

Children are very well prepared for moving on to nursery school or school. Toddlers learn to dress themselves, put on their coats and become toilet trained. Children listen attentively to stories and young toddlers enjoy browsing through the pages, chatting away to themselves as they self-interpret the pictures. Children develop pencil-control skills, count reliably and use some mathematical language in context.

Setting details

Unique reference number	EY478440
Local authority	Surrey
Inspection number	10076045
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 2
Total number of places	5
Number of children on roll	3
Date of previous inspection	27 July 2016

The childminder registered in 2014. She lives in Walton-on-Thames, Surrey. The childminder works on Monday, Tuesday and Wednesday between 7.30am and 6.30pm, throughout the year.

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