

Childminder report

Inspection date: 9 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder prides herself on creating a home-from-home environment for children, which they explore with ease and motivation. Children form close attachments to the childminder. They are happy and content in her home. The childminder has a kind and caring approach. She is a positive role model for children. As a result, children show a great level of respect for others and the environment. The childminder has high expectations for children's behaviour. This helps children to feel safe and understand the rules at her home. They use good manners and always tidy away after themselves with little encouragement needed from the childminder. Children's behaviour is good. The childminder has developed a good curriculum based on the children's interests. The childminder uses information she gathers through observations of children to provide meaningful experiences to help extend their learning even further. As a result, the childminder is actively involved in their play. Children create their own games and choose where to play. For instance, they demonstrate great imaginative skills as they role play in the 'home corner'.

What does the early years setting do well and what does it need to do better?

- Children benefit from effective settling-in arrangements. The childminder collects detailed information about children's care routines and stages of learning when they first start at the setting. She uses this information to plan according to children's individual experiences and starting points. For example, she plans familiar care routines and play equipment to help children settle in quickly from the outset.
- Children's mathematical skills are supported well. The childminder provides enjoyable activities for children to develop their mathematical skills. For example, she plays games with them that encourage older children to recognise what is 'one less' and 'one more' than a given number. This helps children to learn how to add and subtract. She helps younger children with shape sorters, talking about the colours and shapes. However, sometimes, the organisation of the resources provides children with too many choices for them to focus on tasks and build on their concentration skills.
- The childminder places a strong focus on helping children to develop their communication and language skills. She supports children who speak English as an additional language particularly well. For example, the childminder asks children a good range of questions, which supports them to learn to speak English very quickly. Older children speak using well-constructed sentences. Children flourish in their communication and language development.
- The childminder supports children to develop an understanding of the world around them. For example, she has introduced children to autumn and wildlife, such as squirrels.

- Children learn about the importance of healthy foods. They experience a range of nutritious home-cooked meals. For example, as children eat snack, the childminder supports them to think about what types of food are good for their teeth and they talk about going to see the dentist. Children demonstrate good physical skills. Older children use the climbing frame and younger children climb small steps.
- Parents are very happy and complimentary about the care and education that the childminder provides. The childminder communicates effectively with parents. She completes regular observations of children and shares these with parents, discussing their children's progress. This supports parents to continue their children's learning at home.
- The childminder has established good partnerships with other settings that children attend. She regularly speaks to key staff and shares children's progress, which helps to ensure high levels of continuity and consistency in children's care and learning.
- The childminder is experienced and reflective. She evaluates her practice and accurately identifies her strengths and areas for improvement. However, she does not focus enough on her professional development to enhance her teaching skills to the highest level.
- Overall, the childminder has a good understanding of how children learn and develop. She focuses her curriculum on their social, emotional, communication and language skills and their physical development to ensure they have the skills they need to support their future learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has updated her safeguarding knowledge. She is aware of wider safeguarding issues and ensures that all her policies are updated to reflect these. This helps her to keep children safe from harm. The childminder knows the possible signs and symptoms of child abuse and fully understands how to report concerns. She implements detailed policies and procedures to keep children and her home safe. The childminder carries out daily safety checks to help reduce hazards and minimise accidents. This helps her to promote children's safety and welfare to a high level.

What does the setting need to do to improve?

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

- strengthen the organisation of activities, particularly the resources provided, to sharply focus on the learning intention
- make full use of professional development opportunities to focus on raising the quality of teaching to the highest level.

Setting details

Unique reference number	EY413741
Local authority	Surrey
Inspection number	10074543
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	24 February 2016

Information about this early years setting

The childminder registered in 2010 and lives in Ashford, Middlesex. She operates from Monday to Friday all year round. The childminder has a relevant qualification at level 3.

Information about this inspection

Inspector
Kelly Lane

Inspection activities

- The inspector observed activities and learning experiences available to children inside and outside.
- The inspector observed interactions between children and the childminder, and spoke to children as they played.
- The inspector took account of the written views of parents.
- The inspector carried out a joint evaluation of children's learning with the childminder and completed a learning walk around the premises.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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