

Childminder report

Inspection date:

27 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time in the childminder's home. There is a wide range of resources and well-thought-out activities which quickly engage children in play and learning. For example, children confidently explore matching games and puzzles and work together to match the correct cards to their pictures. The childminder has a good understanding of children's individual interests and how to use these to help support their development. She adapts the activities and environment, depending on which children she has present. For instance she knows that children like playing in 'dens' so she provides play tents for children to snuggle into and read books together.

Children have secure relationships with the childminder. They are eager to involve her in their play but are equally happy to play on their own or with each other. The childminder is a positive role model and teaches children the importance of kindness, sharing and taking turns. Children respond well to regular praise and behave well. Children demonstrate confident social skills as they communicate with unfamiliar people and include them in their games. This shows that children feel safe and secure in the childminder's care.

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

- Children have a good understanding of language and their communication skills are developing well. The childminder plans a number of activities to try to help promote this area of development and, overall, provides effective narration while children play. However, at times, the childminder does not allow children enough time to think about the question that is being asked of them or allow them to answer independently.
- The childminder has effective partnerships with parents. She understands the importance of sharing information and including parents in their children's learning. For example, parents have constant access to their children's learning journals, and the childminder explains their children's next steps and formal assessments with them. This helps to provide a consistent approach to children's ongoing development and supports learning at home.
- The childminder plans a variety of activities that reflect children's interests and stages of development. For example, she provided children with a large tray of dried pasta and utensils to help them practise their spooning and pouring skills. The childminder quickly realised that children were very interested in this so successfully extended the activity. She added dough and different-shaped pasta to encourage children to further develop their smaller physical skills and provided dried cereal for them to thread onto spaghetti.
- Children have a good knowledge and understanding of what the childminder expects from them. For example, before eating their snack, children are

reminded to wash their hands. The childminder supports children to manage their personal care needs but encourages them to be independent and have a go for themselves. This helps teach them about taking responsibility for themselves and developing their independence.

- The childminder ensures that she keeps her knowledge and understanding of statutory guidelines and legislation up to date. For example, she has attended training and completed online courses which have helped refresh her knowledge. However, the childminder has not implemented ways to further enhance her good teaching skills to an even higher level.
- The childminder regularly reviews her provision and the learning opportunities available for children. She changes her environment to suit the needs of the children present and listens to their ideas. The childminder values the feedback from parents to help her further improve. For example, she sends out questionnaires for them to complete and talks to them regularly about what she is doing with their children.
- The childminder monitors children's development effectively and plans for them individually to ensure that they are prepared for their next stage in learning. She has reduced the amount of written observations that she completes and instead adds snapshot observations to children's journals once they have achieved a particular goal. This has enabled her to spend more time interacting with children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of her role in protecting children from possible harm and keeping them safe. She risk assesses her home each day before children arrive and regularly checks her resources to ensure they are in good working order. The childminder has a secure awareness of possible signs of abuse that would give her cause for concern and the procedures to follow if necessary.

What does the setting need to do to improve?

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

- extend on the already good use of questioning and allow children more time to process their own thoughts, ideas and skills, to help strengthen their development further
- establish a targeted programme of training to help support continuous professional development and raise the quality of teaching to the highest level.

Setting details

Unique reference number	EY425668
Local authority	Surrey
Inspection number	10108780
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	28 November 2012

Information about this early years setting

The childminder registered in 2011 and lives in Reigate, Surrey. The childminder operates Monday to Thursday from 7.30am until 5.30pm, all year round.

Information about this inspection

Inspector

Hannah Barter

Inspection activities

- The inspector observed the interactions and activities that the childminder planned and carried out with children.
- The inspector viewed a range of written references from parents and discussed their feedback with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection. The childminder explained her provision and the reasons for the activities she provided.
- The inspector viewed some of the children's development records and discussed their learning with the childminder.

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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