

Childminder report

Inspection date: 9 October 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

Children show that they feel safe and secure as they happily play and explore in the childminder's homely environment. Children behave well. They are happy and focused. The childminder speaks in a calm and caring manner, and children listen well and respond positively.

Children are keen to engage with the childminder and take part in the activities she offers them. For example, she provides children with opportunities to explore different-sized puzzles. She regularly provides praise and encouragement, which support children to feel valued and build on their self-esteem. However, occasionally, the childminder does not provide sufficient time for children to think and complete tasks that will help extend their learning to the highest levels.

Children enjoy healthy, nutritious meals and snacks prepared by the childminder. She uses opportunities to promote messages about healthy lifestyles. Older children learn routines well and know why they need to wash their hands to remove germs after playing in the garden and before eating. However, the childminder has not considered more effective ways to help younger children to develop their awareness of hygiene practices and how this contributes towards their good health.

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

- The childminder and her assistant use their observations and assessments of children's development to plan activities that support them to reach the next steps in their learning. This helps children to make good progress from their starting points.
- The childminder encourages children to explore early mathematics, such as counting, naming shapes and colours. She finds ways to promote children's mathematical development, following their interests. For example, children confidently count different-coloured cars.
- Children benefit from regular opportunities to play and learn outside which allow them to have fresh air and exercise. Spontaneous learning opportunities are well used. For example, children enjoy learning about minibeasts after finding worms in the garden. They explore where they can place them so that they are safe.
- Children develop strong social skills and interact with kindness and respect. They share and take turns without prompting and older children are good role models to the younger children. They also benefit from accessing activities with local community groups, which further promote children's social skills. This also helps them to learn about the wider community and to gain respect for others.
- The childminder shows skill in supporting children's language development. She focuses on this in her practice and provides many opportunities for children to

hear language and to learn new words. The childminder uses songs and rhymes. Younger children laugh with joy as they anticipate the actions in rhymes.

- The environment is inclusive and well suited to babies and young children. When babies are learning to walk, the childminder makes sure they have space to crawl and pull themselves up to standing. Children move around the home safely and freely explore.
- Partnerships with other settings are effective. The childminder values the importance of sharing information. Children who attend additional settings benefit from having a joined-up approach towards their progress. This helps to support a consistent approach to their learning and development.
- Well-established relationships with parents enable the childminder to share, promote and celebrate children's achievements. Parents comment on how they are regularly updated on their children's progress. This helps to develop a positive and optimistic approach to education.
- The childminder and her assistant work effectively as a team. They review their practice daily and the childminder regularly shares her policies and procedures to ensure that her assistant has a good knowledge of his role. The childminder implements a training programme effectively for herself and her assistant, linked to statutory requirements, to continually improve their skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure knowledge of the procedures to follow in the event of child protection concerns. They understand their responsibility to refer any such concerns to the appropriate professionals. Children are kept safe at the setting because the childminder and her assistant are vigilant and supervise them well at all times. The childminder ensures that her home is suitable and well prepared before children arrive. The childminder and assistant identify and minimise any potential risks to children's safety through daily assessments of risk. This promotes children's safety and welfare.

What does the setting need to do to improve?

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

- give children more time to respond to questions, to build on their thinking skills and extend their learning further
- provide more consistent opportunities for younger children to develop their awareness of how effective hygiene practices contribute towards their good health.

Setting details

Unique reference number	120533
Local authority	Surrey
Inspection number	10066250
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	12
Number of children on roll	5
Date of previous inspection	8 February 2016

Information about this early years setting

The childminder registered in 1997. She lives in Ashford, Middlesex. The childminder works with her husband, who is her assistant. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- The childminder discussed her curriculum, children's learning and how she plans for children's progress with the inspector.
- The inspector spoke with children at appropriate times during the inspection. She discussed with the childminder how she establishes effective partnerships with parents.
- The inspector observed the quality of teaching during activities and assessed how the childminder promotes children's learning. She discussed a joint evaluation of an activity with the childminder.
- The inspector looked at evidence of the suitability of the childminder and other household members.
- The childminder discussed her self-evaluation and how she drives ongoing improvement in her setting.

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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