

Childminder report

Inspection date: 22 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

The childminder provides a calm and nurturing environment to help children to develop and thrive. She is passionate and dedicated towards her provision. Children settle quickly into the childminder's care and she helps them to build strong bonds with her. The childminder uses good risk assessments to provide a safe home and garden area. Children behave well. The childminder helps children to build an early awareness of the boundaries for behaviour and how to manage their own feelings and emotions. Children are kind and patient. They listen intently to instructions and follow these with ease. The childminder helps children to build important independence skills. They display growing confidence in putting on their footwear and using simple instructions that they have learned from the childminder. For example, as they place their shoes together, they recognise from the large space in the middle that they need to swap them around.

Children have high levels of self-confidence in their own abilities. The childminder constantly praises and encourages children to persevere with tasks and try to do things by themselves. She uses good initiative to not interrupt children's learning unnecessarily and supports them to make their own choices in their learning. However, the childminder has not considered organising the wide range of books, for children to choose and handle stories spontaneously in their play.

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

- The childminder has strong partnerships with parents. She prioritises gathering an abundance of information when children first start with her, to precisely plan for their future progress. The childminder regularly shares information on children's achievements. Parents are valued in helping to plan for the next steps in their children's learning and to help them to continue to succeed when at home.
- Children are learning about the wider world around them and to gain an early awareness of their immediate community. The childminder plans meaningful experiences to help children to learn about caring for others and to develop high levels of empathy. For example, children go on outings to a local residential home for the elderly and help to plant trees in local church areas.
- The childminder closely tracks and monitors the progress that children make. This helps her to swiftly identify potential gaps in their learning and to provide additional support and early intervention if required. The childminder has high expectations for children's learning and development. However, she does not fully share information with other settings that children attend, to provide them with a collaborative approach towards their progress.
- The childminder uses self-evaluation well. She seeks the views and comments of parents and children to help her to identify areas for improvement and change.

The childminder plans well for her professional development to update her knowledge and understanding. A recent course on nutrition has helped the childminder to specifically target this area to further support children's understanding and experiences.

- Children enjoy creating patterns and shapes to build on their emerging early literacy skills. For instance, they use coloured pegs to form the letters in their own names. However, the organisation of books provides less opportunities for children to handle and enjoy books spontaneously during their play.
- The childminder helps children to use mathematics in their learning. They count items as they play and are starting to sequence and order similar objects together. For example, during an activity, the children placed identical coloured pegs together and skilfully created long and short lines. Children used magnetic shapes to copy and recreate patterns using their memory and recall skills.
- Children have opportunities to be physically active and to learn about making healthy choices. They help to grow and tend tomatoes in the garden and enjoy taking these home to share with their family. Children help to prepare their own snacks and meals and this helps them to learn about their likes and dislikes.
- The childminder successfully supports children's increasing communication and language development. She promotes further vocabulary by introducing words and using more challenging and prompting questioning. Children are given ample time to express their own views and suggestions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in how she would protect the children in her care. She can identify the signs of abuse and the procedures she would use to report any concerns for a child's welfare. The childminder uses her policies well and she regularly adapts them to ensure they display informative details. She follows the local authority requirements closely to update information and documentation quickly. The childminder assesses potential risks when taking children on outings, to keep them safe and secure at all times. She updates her knowledge by attending training courses and doing research to help to keep her understanding current of wider and changing safeguarding issues.

What does the setting need to do to improve?

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

- build successful information sharing with other settings that children attend, to provide them with a collaborative approach towards their future progress
- review the organisation of books, to provide even greater opportunities for children to select and handle stories of their own choosing in their play.

Setting details

Unique reference number	EY440850
Local authority	Surrey
Inspection number	10066228
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	17 December 2015

Information about this early years setting

The childminder registered in 2012 and lives in Byfleet, Surrey. The childminder works Monday to Friday throughout the year from 7.30am to 6pm. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- The inspector viewed the areas of the home and garden used for the childminding provision. The inspector took into account the views of parents.
- A range of documentation was sampled, including suitability checks and policies and procedures.
- The inspector observed the interaction of the childminder and the children and the impact the teaching has on children's learning and development.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The childminder and the inspector spoke about her professional development, how she evaluates her provision and her current areas identified for improvement.

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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