

Childminder report

Inspection date: 4 November 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are welcomed into a relaxed and caring environment where they are happy, safe and settled. The childminder forms good relationships with parents, who say they are very happy with the care their children receive. She and her co-childminder develop strong bonds with the children in their care. Effective settling-in procedures are in place and the childminder knows the children very well. She can confidently talk about their likes, dislikes and family backgrounds.

The childminder is a good role model and has high expectations for all children. She talks to them about what they are doing and asks questions. Children behave well. They listen to the childminder's sensitive guidance and follow the daily routines. Children are kind to each other. They cooperate during play and confidently communicate with one another. The childminder notices when the children take turns and share, and comments on positive relationships. She praises children and clearly values their achievements. This helps promote children's confidence and self-esteem.

Children enjoy exploring independently and making their own choices in their play from a wide range of toys and resources. They smile as they explore different textures during sensory play and giggle as they sing songs and rhymes. During self-chosen play, the childminder uses questioning to encourage children to deepen their thinking and to move them on in their learning. She allows children plenty of time to immerse themselves in open-ended play.

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

- The childminder improves children's mathematical skills effectively. For instance, she supports children's counting skills as well as encourages young children to explore and compare size, identifying bigger, smaller, shorter and longer.
- The childminder provides outdoor physical activities for children, such as walks to the park and nearby river. However, there are fewer opportunities for children to engage in a more extensive range of outdoor activities and she does not always consider the needs of children who may prefer to learn outside.
- The childminder promotes early literacy skills well. Children enjoy books. They look at illustrations, follow the main events in stories and recall key characters. They know what they like and assert their wishes and ideas with ease. Children eagerly say which songs they would like to sing. They are confident and assertive.
- The childminder uses her ongoing observations to monitor children's achievements and close any gaps in their learning. She identifies clear next steps in learning for children, which she incorporates into her planning. This helps children to make good progress from their starting points.

- The childminder reflects on her practice and the service she provides. She undertakes regular training to enhance her skills further. The childminder is aware of her strengths, which includes the nurturing and safe learning environment and the positive working relationship with her co-childminder. She invites parents in to assess the quality of her provision and regularly asks them if they are satisfied with her service. The childminder has forged strong links with the local schools the children attend in order to enhance children's experiences and maintain continuity in their care.
- Partnerships with parents are good. The childminder works closely with parents to ensure a consistent approach to children's care and learning. They update each other regularly about children's learning and development. This helps to create a consistent approach to children's learning and development, and supports their move on to school or the next stage in their learning.
- The childminder promotes children's self-care skills. Children are encouraged to help tidy away their plates after eating. They learn good hygiene practices through washing their hands after playing and before mealtimes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the procedure to follow in the event of child protection concerns. She understands her responsibility to refer any such concerns to the appropriate professionals. The childminder is able to identify signs and symptoms of abuse. She regularly attends child protection training and is aware of wider safeguarding issues. The childminder closely supervises children as they play and teaches them how to keep themselves safe at home and when they go on outings. Her safeguarding policy further supports her good practice.

What does the setting need to do to improve?

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

- increase opportunities in the outdoor environment and provide children with a range of activities across all areas of learning, particularly for those who prefer to learn outside.

Setting details

Unique reference number	EY543319
Local authority	Surrey
Inspection number	10093115
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and is located in Walton-on-Thames in Surrey. She operates her service on Monday to Thursday from 7am to 7pm, during term time only.

Information about this inspection

Inspector

Joanne Allen

Inspection activities

- The childminder gave the inspector a tour of her setting and explained how she plans for children's learning.
- The inspector asked the childminder about the learning environment and how the curriculum is organised.
- The inspector took account of the views of parents through written feedback provided.
- Children's learning and development records were sampled, and the inspector tracked the progress of one child present at the time of inspection.
- The inspector and the childminder observed and evaluated an activity.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.

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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