

Childminder report

Inspection date: 20 January 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and calm as they enjoy spending time with the self-assured and attentive childminder. Her astute observations and knowledge of children help her plan a curriculum that supports children's learning and promotes their self-care and independence skills. The childminder spends equal time with all children, ensuring their welfare and well-being are always put first.

Children demonstrate a strong motivation and desire to learn. They explore their environment and ask questions to help them understand their world. For example, children notice and talk about the new plants that are appearing in the garden. They confidently ask the childminder for toys and resources as they make choices about their play and activities. The childminder cleverly joins in with the children's play and carefully extends their ideas and thoughts as they excitedly chat and enjoy conversations with her.

The childminder has high expectations for all children. They are well-behaved, and they respond well and listen carefully to instructions, such as when they look for letters in their names or make shapes with dough. Children are prepared and ready for the next stage in their learning, such as when they go to school.

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

- The experienced childminder continues to review and evaluate her practice well. She regularly seeks views from parents so that she can measure the impact of her teaching on children's learning. She works closely with other childminders to share good practice. However, she does not plan opportunities to extend her own professional development to expand on her good understanding and knowledge further.
- Parents are delighted with the confidence their children demonstrate when they spend time with the childminder. They share a strong bond with her and communication between parents and the childminder is very good. For example, parents enjoy receiving daily updates and photographs.
- Children's communication and language skills are supported very well. The childminder engages them in conversation about their interests, lives and experiences. She extends their language by sharing new words. They recall words, such as 'long-tailed lemur' instead of monkey when looking at animals during story time. Young children confidently use words to communicate their needs.
- The childminder shares stories and songs with children throughout the day. They delight in having their favourite song chosen and sung. The childminder's enthusiasm is infectious, and children ask for 'more' as they happily join in with actions and play musical instruments.

- Children are directed to notice numbers, shapes and colours in the environment. For example, children are fascinated by trying to read the time on the clock. Young children count as they fill pretend ice-cream cones with scoops of sand.
- The childminder tracks children's progress and identifies areas where she can focus their learning. Sometimes these targets are very broad and ambitious, which means the curriculum is less precisely planned around children's interests. However, the childminder can recognise if children are not making as much progress as their peers and puts interventions in place to support this.
- Children are confident and sociable. They play well together as they share resources and take turns. They are comfortable and settled as they greet one another in the morning and choose activities they can do together.
- The childminder provides children with broad experiences of other people and cultures. Children enjoyed exploring new foods, crafts and writing as they learned about Chinese New Year. The childminder introduced meaningful ways for children to develop their interest in and understanding of reading when she hid secret messages in the fortune cookies. Children delighted in trying to write their names in Chinese characters.
- Children enjoy daily outdoor play and exercise. They have plenty of space to pedal bikes, climb and slide, and run around. Regular visits to local parks and woods encourage children to walk and explore new environments. Children learn about healthy lifestyles when they help prepare their nutritious snacks or wash their hands after playing outside.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good working knowledge of how to keep children safe. She knows signs to look for that might indicate a child is being abused or neglected. Some parts of her written safeguarding policy are due to be updated and she plans to share the amended document with parents. The childminder knows how to make a referral if she feels a child's welfare is at risk. She continues to seek opportunities to increase her knowledge and understanding of wider safeguarding issues, such as the 'Prevent' duty and internet safety.

What does the setting need to do to improve?

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

- seek opportunities to enhance professional development to keep updated and informed, and to continually raise the quality of practice
- ensure planning for children's next steps in learning is sharply focused so that it successfully builds on what they already know and can do.

Setting details

Unique reference number	121470
Local authority	Surrey
Inspection number	10136236
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	7
Date of previous inspection	16 February 2016

Information about this early years setting

The childminder registered in 1995 and lives in Lingfield, Surrey. She offers care from 8am to 6pm, Monday, Tuesday and Friday for most of the year. The childminder receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Alison Martin

Inspection activities

- The inspector viewed all areas of the premises used for childminding.
- The inspector observed the quality of teaching and the impact this has on children's learning indoors and outside.
- The inspector discussed the childminder's knowledge of safeguarding children and procedures for child protection.
- The childminder spoke with the inspector about her curriculum for children's learning.
- The inspector viewed a range of documentation including children's records, policies and procedures.
- The inspector took parents' views into account by speaking with them and reading their written comments.

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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