

Childminder report

Inspection date: 9 March 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

The childminder has high expectations for the children in her care. She gathers an abundance of information when children first start to help them to settle quickly. Children have secure and trusting bonds with the childminder and enjoy the time they spend with her. The childminder has effective partnerships with parents. They value the consistent updates on their children's achievements and sharing their suggestions towards setting the next steps for their children's learning. The childminder is a good role model who helps children to gain an early understanding of how to behave well and to manage their own emotions and feelings. Children are content and engaged learners. The childminder praises them for their efforts, and this helps children to gain confidence in their own abilities and a positive self-esteem. Children are independent and self-assured. The childminder encourages children to quickly gain high levels of managing their own self-care skills. For instance, children are starting to recognise the importance of washing their hands to prevent the spread of germs. The childminder fully promotes children's communication and language skills. She is skilled in the questioning techniques she uses to help children to express their own views and ideas.

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

- The childminder monitors and tracks the progress children make. She uses this information to help her to quickly identify gaps in their development and ensure that children have additional help if required. The childminder plans for the next steps in children's learning to help them to thrive. However, she does not consistently share information with other professionals or settings to support children's future learning and progress.
- Children have many opportunities to help them to build an early awareness of the wider world around them and of their immediate community. They enjoy attending music time at playgroups and taking nature walks along the canal. The childminder helps children to learn about diversity and the similarities and differences between themselves and others. For example, children enjoy mixing different paints on a spinner to signify the Holi festival of colours.
- The childminder encourages children to access resources independently to build on their emerging interests. Children use their increasing memory skills. For example, they excitedly talk about 'steam trains' and 'Waterloo station' as they play with the train set. However, the childminder does not carefully consider how children's own choices in their play can be further challenged to sustain their engagement and motivation to learn.
- The childminder has worked well towards the recommendation from her last inspection. For instance, children plant a variety of fruits and vegetables in the garden. This helps them to learn how things grow and to increase their early awareness of making good choices in the foods they eat.

- Children are starting to use mathematics in their play. They are confident in counting to higher numbers and in finding their own solutions to problems they encounter in their play. For example, they are able to build long train tracks by fitting different ends together. Children use mathematical language in the words they use as they describe how the train goes 'backwards' and 'forwards'.
- The childminder reflects well on all areas of her provision. She gathers the views and comments of parents and children to help her to identify areas for improvement and change. The childminder prioritises the planning for her own professional development. She accesses courses and research and this helps her to continuously update her knowledge and understanding to higher levels. Recent training attended has helped the childminder to focus more intently on the emotional well-being of children and how she can support this more.
- Children are physically active and the childminder helps to promote this by ensuring that children have access to daily fresh air and exercise. The childminder plans exciting trips that help to build on children's curiosity and interests. For instance, they enjoy train journeys and visiting National Trust parks.

Safeguarding

The arrangements for safeguarding are effective.

The childminder vigilantly protects the children in her care. She is aware of the different signs and symptoms to be aware of and the procedures she would use to report any concerns. This helps to protect the welfare of children. The childminder regularly accesses safeguarding training to update her knowledge. She uses robust risk assessments to keep children safe and secure at all times. The childminder is aware of the wider issues of child protection, such as helping children to gain an early awareness of staying safe online and from extremist views.

What does the setting need to do to improve?

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

- strengthen the sharing of information with other settings, to consistently support children's future learning and development
- consider carefully how children's own choices in their play can be further challenged to sustain their engagement and motivation to learn.

Setting details

Unique reference number	120726
Local authority	Surrey
Inspection number	10136226
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	19 July 2016

Information about this early years setting

The childminder registered in 2000 and lives in Brookwood, Surrey. She operates all year round, Monday to Friday, from 7.30am to 6pm.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- The inspector accompanied the childminder on a learning walk around the areas of the home used for the childminding provision. The inspector took into account the written comments from parents.
- A range of documentation was sampled, including suitability checks, training certificates and children's records.
- 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 discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The childminder and the inspector spoke about the childminder's professional development, how she evaluates her provision and the 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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