

# Childminder report

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 29 April 2019    |
| Previous inspection date | 10 December 2015 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | Previous inspection:    | Good        | 2        |
| Effectiveness of leadership and management                    |                         | Good        | 2        |
| Quality of teaching, learning and assessment                  |                         | Good        | 2        |
| Personal development, behaviour and welfare                   |                         | Good        | 2        |
| Outcomes for children                                         |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- The childminder is supportive of children and responds appropriately to their individual needs. She interacts well with the children to keep them engaged during their play.
- The childminder completes detailed assessments, enabling her to identify the progress children make and any gaps in their learning. This helps her identify their next steps and plan activities.
- Children develop their speech well. The childminder successfully supports their language skills, for example through singing and asking open-ended questions. This supports children to be confident, skilful communicators.
- The childminder works closely with parents and other settings attended by the children. She regularly exchanges information to help support consistency in children's care and learning.
- The childminder does not provide children with a wide enough range of opportunities to learn about what makes them unique in order to promote both their sense of self and other communities.
- The childminder does not prioritise her professional development in order to build on her existing knowledge of child development and teaching skills.

## What the setting needs to do to improve further

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

- make the most of opportunities to help children understand the differences and similarities between themselves and others, to further promote their awareness of diversity
- strengthen and reinforce good knowledge and skills by creating a precise plan to support professional development and improve the quality of teaching to outstanding.

### Inspection activities

- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector observed the childminder's interactions with the children.
- The inspector sampled a range of documentation, including policies, procedures and children's records.
- The inspector conducted a tour of the premises used for childminding purposes.

#### Inspector

Trisha Edward

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is very clear and confident about her role in promoting children's safety and overall welfare. She regularly updates her knowledge of safeguarding through training and knows who to contact in the event of a concern about a child. She completes daily checks on her home and garden to help ensure children are kept safe in her care. The childminder has addressed the recommendations for improvement from her previous inspection. For example, she has reorganised her resources to increase children's ability to direct their own play. She monitors and evaluates the quality of her provision well and obtains the views parents to help her make ongoing improvements.

### Quality of teaching, learning and assessment is good

The childminder provides well-planned activities to promote children's learning and development. She follows their lead and they experience a broad range of opportunities that keep them engaged and challenged. Younger children enjoy being creative. For example, they access a broad range of musical instruments that they use to create a range of sounds and rhythms. They persevere trying to blow notes out of the trumpet. They feel a great sense of achievement when they master the task and receive praise for their accomplishments. Children delight in accessing play dough and tools. They use cutters to make marks on the dough and create a range of shapes. The childminder uses everyday opportunities to promote mathematics during play and daily routines. As a result, children have a good understanding of counting and numbers.

### Personal development, behaviour and welfare are good

The childminder provides a comfortable and welcoming environment. Children benefit from close and warm relationships with their friends and the childminder. She manages their behaviour well. The childminder gives children clear, consistent rules and boundaries which are appropriate to their age and stage of development. Children learn about the importance of staying safe through daily activities. For example, while walking on the school run, they understand the importance of walking on the inside of the pavement to keep safe. The childminder supports children to develop a good knowledge of being healthy. For instance, they learn about how things grow, when planting tomatoes, cucumbers and courgette seeds. They take home their pots, which they tend to at home with their families. Children enjoy healthy meals and have daily opportunities for fresh air and exercise in the garden.

### Outcomes for children are good

Children progress well from their starting points. They gain the necessary skills they need to help them with the next stage in their learning and their eventual move on to school. Children are independent. For instance, they take off their shoes and coats when they return from school. Older, more-able children's pre-reading skills are well developed. They are able to confidently identify meaningful letters to them on road signs, while on the school run. Children enjoy accessing books and concentrate well as they look through them and talk about the images they see on the pages.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | 131990                                                                            |
| <b>Local authority</b>             | Kingston upon Thames                                                              |
| <b>Inspection number</b>           | 10063916                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 1 - 9                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 10                                                                                |
| <b>Date of previous inspection</b> | 10 December 2015                                                                  |

The childminder registered in 1998. She lives in New Malden, Surrey. She provides care for children from Monday to Friday for most of the year.

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