

Childminder report

Inspection date	22 January 2019
Previous inspection date	19 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 maintains her professional development. She makes good use of networking opportunities and takes advice from other childminders to help her to develop professionally and keep her knowledge and skills up to date.
- Children develop the skills they will need for their future learning. For example, they complete simple tasks independently, including managing their own personal care routines.
- The childminder has positive relationships with parents and other professionals. She shares information regarding children's learning well.
- Children have good opportunities to learn about the differences and similarities between themselves and others. For example, the childminder provides a range of resources and play materials to help children to understand other cultures and beliefs.
- The childminder uses ongoing self-evaluation effectively, to build on the strengths of the provision and identify areas for improvement.
- The childminder does not fully support younger children's interests to help sustain their concentration and benefit from uninterrupted play.
- Young children do not have consistent opportunities to explore, investigate and develop their senses using different activities, materials and textures.

What the setting needs to do to improve further

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

- enhance the opportunities to support children more effectively to sustain their concentration during activities
- increase the opportunities for children to explore and investigate resources that support their sensory awareness.

Inspection activities

- The inspector viewed the areas of the home used by children.
- The inspector observed the interactions between the childminder and children and considered the impact on their learning.
- The inspector viewed relevant documentation, including evidence of Paediatric first aid training and public liability insurance.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children, and how she monitors their learning and development.

Inspector
Ingrid Howell

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has attended relevant training and is aware of what to do if she has any concerns about a child's welfare. There are good arrangements in place to determine her assistant's suitability and she ensures they complete relevant training to help safeguard children. She is conscientious about safety and her supervision of children. She successfully teaches children how to keep themselves safe, such as when crossing the road. The childminder completes regular observations on children and monitors their development effectively. She uses this information to identify any gaps in their development and implement plans to support them to progress further. She shares this information with parents so that they feel involved in their children's learning.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how to promote children's learning and development. She provides good opportunities for children to complete simple tasks to help develop their independence. For example, children use dressing up clothes to help them to develop skills in dressing and undressing themselves. She regularly observes them during play to find out what they can do and plan for their next steps. She uses children's curiosity to develop their skills further. For example, as children look at books, she asks them to count how many monkeys they can see in the picture to help develop their early understanding of numbers and counting. Children make choices from a variety of resources. Toddlers enjoy exploring animals in books and during small world play. The childminder uses these interests to help extend their language and communication. For instance, she names the animals and sings songs including animal sounds. Toddlers respond positively by babbling and attempting to copy the childminder.

Personal development, behaviour and welfare are good

Children enjoy lots of attention and form positive relationships with the childminder. The childminder provides a range of opportunities to support children's physical well-being and good health. Children benefit from healthy nutritious meals and take part in physical activities, such as visits to the park and sponsored walks to raise money for charity. The childminder acts as a good role model and sets clear boundaries to guide children's behaviour. For example, simple house rules such as respecting the environment and being kind and caring towards others, helps children to learn to value and respect their surroundings and their friends.

Outcomes for children are good

Children make good progress from their starting points and are working comfortably within the range of development expected of them for their age. They develop the skills they need in readiness for their move to preschool and school. For example, they happily choose what they want to play with and follow good hygiene routines.

Setting details

Unique reference number	EY357507
Local authority	Surrey
Inspection number	10066206
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	19 November 2015

The childminder registered in 2007. She lives in Sunbury-on-Thames, in Middlesex. The provision operates Monday to Friday, from 7am to 6pm, for the majority of the year. The setting receives funding to provide free early years education for children aged four years.

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