

Childminder Report

Inspection date

10 November 2015

Previous inspection date

16 April 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 continually evaluates her provision to improve her practice and the experiences she offers children. Parents contribute their views and suggestions, which she uses to strengthen her self-evaluation process.
- The childminder takes children on regular outings to experience other learning environments. For example, she takes them to playgroups so they interact with other children and participate in group work. She takes them to the park for nature walks to learn about the world they live in and develop their physical skills.
- The childminder uses risk assessments to provide a safe environment for children to play and learn. She helps children learn to manage their own safety, for example, when crossing the road.
- The childminder implements a good observation and monitoring system to keep track of children's good progress. This helps her to quickly identify and address any additional needs to fully support all children in their learning.

It is not yet outstanding because:

- The childminder does not always offer experiences that fully reflect children's home backgrounds. They do not regularly learn about the differences and similarities between themselves and others to enhance their sense of belonging.
- On occasion, the childminder does not always maintain her sharp focus on extending children's vocabulary further during their play.

What the setting needs to do to improve further

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

- strengthen children's understanding of the similarities and differences between themselves and others
- enhance children's vocabulary consistently during their play to help them make the best progress possible.

Inspection activities

- The inspector observed the childminder playing with children inside and outdoors.
- The inspector reviewed a sample of documentation.
- The inspector and childminder participated in a joint observation.
- The inspector and childminder discussed safeguarding and self-evaluation.

Inspector

Genevieve Mackenzie

Inspection findings

Effectiveness of the leadership and management is good

The childminder attends training and reads articles to update her knowledge. She uses this to implement new ideas to keep her activities interesting for children. For example, she recently attended a course about diversity. This has helped her to consider additional ways to help children learn about other cultures to promote further their understanding of the world. Safeguarding is effective. The childminder has a good understanding of child protection issues. She is aware of recent legislative changes and understands how to implement these in her practice. The childminder works in partnership with parents to support their children's development. For example, she has regular meetings with parents and provides them with a copy of her educational programme so they can monitor their children's progress together.

Quality of teaching, learning and assessment is good

The childminder promotes children's independence during play. For example, she uses treasure baskets to allow young children time to explore and examine textures, sounds and shapes. In addition, she encourages children to access resources in her playroom independently. Children learn to develop their physical skills through activities, such as pumpkin carving and baking. The childminder helps children to develop early mathematical skills during activities, such as measuring, weighing and counting. The childminder regularly provides activities to help children acquire creative, communication and social skills. For example, she talks with the children as they pretend to have a tea party with their dolls and soft toys. Overall, the childminder helps children gain strong communication and language skills, including those children who learn English as an additional language.

Personal development, behaviour and welfare are good

The childminder encourages children in a gentle and caring way. She praises children when they learn a new skill to promote their self-esteem and sense of pride, for example. The childminder helps children to learn about healthy lifestyles and promotes their physical well-being. For example, she encourages children to participate in active outdoor play and provides them with varied, nutritious and home-cooked food. The childminder approaches children in a positive way, encouraging them to behave well and leading by example. She encourages children to enjoy the responsibility of completing small tasks; for example, she asks children to help her tidy up after they have finished an activity.

Outcomes for children are good

Children independently explore the childminder's home and choose activities that interest them. They are confident and motivated learners who enjoy their learning. They develop good self-esteem and make good progress from their starting points. They are well prepared for their next stage in learning, such as pre-school.

Setting details

Unique reference number	EY379076
Local authority	Kingston upon Thames
Inspection number	829596
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	16 April 2009
Telephone number	

The childminder registered in 2008. She lives in Kingston, Surrey. Her service is open from 8am to 6.30pm, from Monday to Friday for 48 weeks a year.

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