

Childminder report

Inspection date	24 July 2019
Previous inspection date	25 January 2016

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 provides a warm and welcoming home-from-home environment. Children form strong attachments to the childminder and feel happy, secure and eager to learn.
- The childminder supports children's play and extends their learning skilfully through, for instance, good interactions. Children eagerly join in and engage well during group singing activities.
- The childminder provides well-resourced and stimulating activities, both indoors and outdoors, that help to promote all areas of learning and development.
- The childminder networks with colleagues to plan activities for the children. Children learn to interact in different situations and develop friendships within the wider community.
- The childminder promotes positive behaviour and teaches children the importance of sharing and taking turns.
- Parents speak highly of the childminder. Parent partnerships are strong. The childminder uses effective ways to share information about children's next steps in learning and the progress they make.
- Children develop an appreciation for nutritious food and a positive attitude to healthy eating.
- The childminder supports children to become independent and develop self-help skills.
- Overall, the childminder supports children's language development well. However, there are missed opportunities to extend and develop children's language and speech further.

What the setting needs to do to improve further

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

- strengthen strategies, such as modelling vocabulary and using a range of questions, to extend and develop children's language and speech skills further.

Inspection activities

- The inspector observed the childminder and the children playing together and the quality of teaching, both indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to children during the inspection.
- The inspector sampled the childminder's documentation, including safeguarding policies and procedures and children's records.
- The inspector spoke to parents and took account of parents' written testimonials.
- The inspector held discussions with the childminder at appropriate times during the day.

Inspector
Frances Oliver

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a clear understanding of how to recognise signs that a child may be at risk of harm and the correct procedures to follow to help keep children safe. The childminder is extremely well organised and attends various training courses to extend her knowledge and skills. She monitors and evaluates the quality of her provision well and is committed to ensuring that the children benefit from good-quality learning experiences. The childminder uses her links with other childminders to broaden children's experiences. For example, they meet regularly and together they plan activities such as cooking and forest fun. The childminder works well in partnership with parents, and they comment positively about the progress their children are making. For example, they comment that the childminder fully supports their child's learning.

Quality of teaching, learning and assessment is good

The childminder provides a purposeful and stimulating learning environment that engages children in their play. She fully encourages children to follow their interests and develop their own ideas in play. Children eagerly engage during group singing activities, and the childminder skilfully offers further challenge. For example, she encourages children to count in different languages. Children are given the opportunity to take turns and decide what song to sing next, developing their self-esteem and confidence. The childminder supports children's interest in books and supports older children effectively to recognise letter sounds and familiar words.

Personal development, behaviour and welfare are good

Children of all ages demonstrate a good sense of belonging and play well together. They develop good social skills and are happy and settled in the childminder's care. The childminder's positive language helps children learn acceptable boundaries. She warmly praises them when they are helpful or kind. The childminder supports children's physical well-being effectively. Children enjoy regular outdoor play in the well-resourced garden, which allows them the freedom to explore and test their limits. The childminder provides nutritious snacks, and the children are actively encouraged to try new food, supporting healthy eating further.

Outcomes for children are good

Children are enthusiastic, independent and confident learners. They engage well with their learning environment. They are given opportunities to develop their mathematical skills and explore number and quantity. Children are curious, willing to try new things and quickly learn the skills they need for the next stage in learning. They make good progress and are well prepared for their transition to school.

Setting details

Unique reference number	EY405533
Local authority	Kingston upon Thames
Inspection number	10074417
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	25 January 2016

The childminder registered in 2010. She lives in Kingston upon Thames, Surrey. She provides care Monday to Thursday for 47 weeks a year. The childminder holds an early years qualification at level 3. She receives funding to provide free early education to children aged three and four years.

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