

Childminder report

Inspection date	7 March 2019
Previous inspection date	15 June 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 includes parents actively in their children's developmental records. She ensures they understand well how children are progressing and plans with them how children can be moved on further. She works closely with parents to ensure routines, including those used to help children manage their feelings, are consistent.
- Children have a vast range of opportunities to understand the differences that exist between people. For example, they find out about different customs around the world, including the way objects might be carried or differences in the way people eat. Children understand that people have differing abilities and explore the varying systems that are in place to ensure equal opportunities.
- The childminder prepares children well for their future learning. For example, she successfully incorporates counting into activities. Children learn effectively how to point to objects and count them correctly. They develop good early literacy skills, including developing the ability to grip pens well and to form marks with increasing control.
- The childminder continues to develop her professional skills and knowledge to develop her practice. For example, she has carried out training which has enabled her to widen children's experiences and to provide more effective outdoor learning opportunities.
- At times, the childminder does not plan and organise activities effectively in order to maximise the learning outcomes for all children.
- The childminder does not consistently offer children the opportunity to consider how they can solve problems or to test out their ideas.

What the setting needs to do to improve further

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

- consider more carefully the way that activities are organised in order to maximise learning opportunities for children
- offer children more opportunities to use their critical thinking skills to solve problems and to test out their ideas.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records.
- The inspector checked evidence of the childminder's qualifications and her suitability checks.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands fully how to recognise if a child's welfare is at risk and how to act if she needs to protect a child from harm. The childminder teaches children effectively how to stay safe. This includes teaching them about road safety. The childminder works together with a co-childminder and together they reflect actively on their practice and consider how to improve the outcomes for children. The childminder considers strongly the views of parents and children. For example, she is developing the outdoor area further to include resources children have enjoyed in the local environment. The childminder works closely with staff in the other settings children attend to ensure continuity in care and to understand how she can support children's ongoing development.

Quality of teaching, learning and assessment is good

The childminder sets children well-considered challenges which help them to progress. For example, during garden time, she challenges them to balance on one leg and extends this to become a game of hopscotch. Children accept and enjoy the challenge, at the same time developing balance and physical control in a fun way. The childminder uses well-worded questions to help children express their ideas with language. For instance, she asks them to discuss their views on what the fish in the puzzle they complete look like. Children answer in sentences using descriptive words. The childminder assesses children's progress with care. She understands the good progress children make and plans to move them on further in a way which is personal for them.

Personal development, behaviour and welfare are good

Children feel safe, secure and confident in the setting. They have strong relationships with the childminder. The childminder successfully promotes positive behaviour. Children learn the importance of being kind to each other and celebrate the kind acts they do both in the setting and at home. Children feel pleasure after helping others, for instance they discuss happily how they took toys they no longer needed to a charity shop. The childminder supports children greatly when it comes to moving on to another setting. For example, when children are starting school, she ensures they are familiar with the routines and the environment.

Outcomes for children are good

The children love to help and take on jobs, such as laying the table, completing these proudly and efficiently. They develop good levels of independence and succeed in completing tasks that include dressing to go outside by themselves. Children make good progress from their starting points. They achieve the typical outcomes for their ages. Children show a fondness of stories and books as they listen attentively to stories and share their predictions of what will happen next. Children develop greatly in their confidence and become comfortable with talking in a group situation. They frequently work together as a team during activities. For example, they all work together to complete a puzzle and demonstrate good social skills.

Setting details

Unique reference number	EY409968
Local authority	Surrey
Inspection number	10074482
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	15 June 2016

The childminder registered in 2010 and lives in Epsom, Surrey. She works with a co-childminder, who lives next door. The childminder operates Monday to Thursday from 8am to 5pm. She is in receipt of funding for free early years education for three- and four-year-old children.

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