

Childminder Report

Inspection date	31 October 2017
Previous inspection date	23 March 2015

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

- Children are happy, confident and settled in the childminder's home. They behave well and have positive relationships. The childminder meets their physical and emotional needs successfully. This underpins children's learning.
- The childminder provides good support to help children persevere with new skills and solve problems for themselves. For instance, she encouraged young children to use trial and error to work out how to use the chair lift and doors on a toy ambulance.
- Through training and research, the childminder has developed her knowledge of schemas, to understand why young children have particular repetitive patterns of behaviour and play. This has helped her to plan more effectively for their development.
- The good-quality teaching ensures all children make good progress. The childminder assesses children's learning and development well. She plans effectively to ensure children engage in purposeful play and become independent learners.

It is not yet outstanding because:

- The childminder misses some opportunities to role model the correct use of words, to extend young children's language and speaking skills further.
- Although the childminder makes her own good observations, she does not seek extensive information from parents on all areas of children's development before they start, to help her plan for their learning more accurately straight away.

What the setting needs to do to improve further

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

- help younger children to hear the correct words, to develop their speaking skills further
- increase the information gained from parents on children's developmental starting points, to plan even more effectively as soon as children start.

Inspection activities

- The inspector observed activities and the quality of teaching indoors.
- The inspector spoke with the childminder at convenient times and carried out a joint observation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector took account of the childminder's self-evaluation and parent survey.
- The inspector sampled documentation, including policies and procedures, children's development records, and planning.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder carries out good risk assessments to help keep children safe and she knows what to do in the event of an accident. She has a good understanding of child protection concerns and the procedures to follow should a child be at risk of harm. The childminder monitors children's overall development well and identifies where they need additional support to help them catch up. She works well with parents and other providers to ensure she provides consistent care and learning. The childminder seeks parents' feedback to help her continue to evaluate her provision. They confirm that the childminder shares good information, which helps them to support their children's learning at home. The childminder is planning on working towards a higher childcare qualification to extend her knowledge further and keep improving the quality of her teaching.

Quality of teaching, learning and assessment is good

The childminder plans a wide range of challenging activities that motivate children to learn. For example, older children tried a small hammer to break ice and then suggested using warm water to melt it, showing good problem-solving skills. The childminder is creative in using children's favourite resources to engage them in activities in which they show little interest. For example, young children who did not want to paint were soon eager to select toy animals to see what prints they left behind after they stomped or slithered in the different colours. Children initiate their learning and the childminder adds resources to move on their learning. For instance, when young children played with cars, she provided a cardboard pipe. They then found out which sized vehicles they could roll down it and understood that things still existed even when they could not see them.

Personal development, behaviour and welfare are good

The childminder knows the children well and plans her environment effectively. She helps them to make choices and access a good range of resources according to their individual interests and stages of development. Children are pleased with their achievements and the childminder encourages them to share this with their parents. For example, children used a digital camera to take photographs to show parents. The childminder protects children's health and successfully helps children to develop a healthy lifestyle. For instance, she encourages them to make good choices for their snack and to understand that they wash their hands before eating to get rid of germs. The childminder provides good opportunities for children to be active and organises many outings, such as to the park. Children have a positive awareness of people's differences and the childminder helps them to share, value others and be polite.

Outcomes for children are good

Children enjoy their learning and develop good skills that prepare them well for their next stage of learning and school. They develop independence in their self-care skills and have confidence in their own abilities. Young children are beginning to use numbers in their play and recognise different sizes. Children explore and investigate resources to find out

what they can do, such as how toy trains join together by magnets. They have positive relationships and are confident to express their own ideas and views.

Setting details

Unique reference number	EY410336
Local authority	Kingston upon Thames
Inspection number	1094334
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 6
Total number of places	5
Number of children on roll	2
Name of registered person	
Date of previous inspection	23 March 2015
Telephone number	

The childminder registered in 2010 and lives in Kingston upon Thames, Surrey. She provides care Monday to Thursday, including before and after school, for 47 weeks a year. The childminder holds an early years qualification at level 2.

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