

Childminder report

Inspection date	25 March 2019
Previous inspection date	29 February 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 gathers lots of information about children's likes and abilities when they first start with her. This helps them to settle quickly and enables the childminder to provide well for their needs and requirements.
- Overall, the childminder knows the children in her care well. She observes their learning to help them to progress, and plans more engaging activities to help them to have further challenges in their play.
- The childminder provides a loving and secure home for children. She helps them to quickly build on their independence. For example, children can easily access all resources to build on their own choices.
- Children go on many outings outdoors and play in the large garden area, to help them to build on their physical development. The childminder supports much younger children to improve on their balance and spatial awareness to help them to develop more skills.
- The childminder is gentle and kind. She constantly praises children to help them to build on their sense of esteem and an early awareness in their own abilities.
- The childminder does not precisely plan for her professional development, to help her to raise her knowledge and understanding to higher levels.
- The current systems used for the tracking of children's progress, do not place a sharp enough focus to swiftly identify potential gaps in their learning.

What the setting needs to do to improve further

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

- precisely plan for professional development opportunities, to constantly raise knowledge and understanding to even higher levels
- strengthen further the systems used to track children's progress, to provide a sharper focus on swiftly identifying potential gaps in their learning.

Inspection activities

- The inspector had a tour of the areas of the home used for childminding. The inspector took account of the views and comments of parents.
- The inspector sampled a range of documentation, including suitability checks, policies and procedures, and children's developmental records.
- The inspector observed the interaction of the childminder and the children and the impact the teaching has on their learning and development.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for safeguarding children and the childminder's reporting procedures.
- The inspector spoke to the childminder about her professional development and how she evaluates her provision.

Inspector

Gwen Andrews

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has good knowledge of how she would identify potential signs of abuse and the procedures she would use to report any concerns. This helps to protect the welfare of children. The childminder has worked well towards the recommendations from her last inspection. She values the importance of consistently sharing information about children's learning with other settings that they attend. This provides children with a joined-up approach towards their future progress. The childminder uses good risk assessments to help prevent accidents and provide a safe environment at her home and when children go on outings in their immediate community. The childminder is reflective in her use of self-evaluation. She has a firm focus on continuously identifying areas for improvement and uses the views of parents and children to inform positive changes.

Quality of teaching, learning and assessment is good

The childminder knows the children in her care well. She has a very calming approach and children immediately become at ease in her presence. The childminder helps to promote the communication and language of children. For example, she introduces new words and sounds and encourages younger children to repeat these, to build on their increasing vocabulary. Children who speak English as an additional language are supported well. For example, they use resources and take part in activities that celebrate and build on their early awareness of their own heritage. Children become immersed in their play as they explore with different shaped pasta and fill and empty containers. This helps children to investigate in the early stages of mathematics. The childminder builds on children's curiosity to spark their imagination. For instance, children become excited as they explore with a reflective tray as it emits bursts of light.

Personal development, behaviour and welfare are good

The childminder is a good role model. She provides gentle and age-appropriate explanations, to help children to learn about acceptable behaviour and boundaries. Children learn about keeping themselves safe. For instance, they learn to climb and run safely and how to use larger scale equipment in the garden. Children are happy and have loving and trusting bonds with the childminder. They are given lots of time to explore and build on their own learning. The childminder shows good initiative in not interrupting children's play and when to extend it meaningfully to add to their experiences. Children have many opportunities to learn to play and share with others at playgroups and during visits to the library to join in with rhythm time.

Outcomes for children are good

Children are developing well from their starting points. They are motivated and excited learners. Children are building on their memory and recall skills as they use instruments to make noises and repeat sound patterns. They enjoy observing the wonder of nature around them as they view farm animals and horses in the fields overlooking the garden. Children are supported well to help them to develop the necessary skills they require for the next stages in their future learning.

Setting details

Unique reference number	EY410997
Local authority	Surrey
Inspection number	10074495
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 - 2
Total number of places	4
Number of children on roll	2
Date of previous inspection	29 February 2016

The childminder registered in 2010 and lives in Farnham, Surrey. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder holds an early years qualification at level 3.

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