

Childminder report

Inspection date	17 June 2019
Previous inspection date	11 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 is passionate about her work and keeps her practice up to date on changes in safeguarding legislation and early years issues. She shares this information with her co-minder. A detailed range of policies and procedures underpins the childminder's good practice.
- The childminder and co-minder have very good relationships with parents. For example, when children start, they work well with them to gather information to support children's individual routines and meet their care needs.
- The childminder completes ongoing assessments and monitoring of children's learning. She uses this information about children's abilities and interests to underpin her planning and teaching. Children regularly meet next steps in their learning and make good progress.
- Children's physical development is well supported. They benefit from exercise and fresh air when they play in the childminder's garden and visit many local places of interest, including the library.
- The childminder places a good focus on supporting children's emerging literacy skills. For example, she encourages them to write as they play games. Print is displayed within the environment to help children to understand that written words carry meaning.
- Children develop skills that prepare them well for their future learning. For example, they manage their personal care routines and complete simple tasks independently.
- The childminder does not consistently share information with other settings children attend, to help support consistency in their learning and care.

What the setting needs to do to improve further

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

- develop further information-sharing with other settings that children attend, to support consistency in their care and learning.

Inspection activities

- The inspector observed interactions between the childminder and co-minder and with the children and looked at available resources indoors and outdoors.
- The inspector had discussions with parents and took account of their views, along with written testimonials.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's information, attendance records and development records and a sample of policies, including the procedures for keeping children safe.
- The inspector talked to children and had discussions with the childminder and her co-minder about leadership and management, safeguarding and how they evaluate practice.

Inspector

Kelly Lane

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a strong understanding of child protection issues. She is fully aware of what procedures to follow if she has any concerns regarding children's welfare. The childminder keeps up to date with any changes to legislation, helping her to keep children safe. She continually develops her knowledge in a variety of ways to improve her skills. For example, she attends child protection, first aid and behaviour management training to help ensure the well-being and safety of children is assured. The childminder makes good use of risk assessments to identify and minimise risks to the children indoors and outside. She extends risk assessments to outings, when travelling in the car and walking to local schools. This means that children play and learn in safety. The childminder reflects on her practice and makes changes and improvements that benefit children. She has high aspirations and strives to achieve the highest standards in care and education.

Quality of teaching, learning and assessment is good

Children take part in a good variety of activities. They are able to access resources and make independent choices in their play. The childminder carefully weaves children's interests into planned activities. This helps children to focus and enjoy their learning. For example, children select resources that interest them after a recent trip to the zoo and compare which animals are 'bigger' or 'smaller'. The childminder provides plenty of opportunities for children to practise existing mathematical skills, such as counting. For instance, a child knocks down some skittles and confidently counts to six.

Personal development, behaviour and welfare are good

Children explore the well-organised and homely environment with confidence. They make independent choices for their snack and lunch and show high levels of emotional well-being. Children enjoy their time spent outdoors and have good opportunities to participate in physical activities. For instance, they dig in the sand using large shells and squirt water between the two trays. The childminder effectively supports children's understanding of how to behave well. She acts as a good role model and helps children to take turns. She teaches children good personal care routines, such as washing their hands after being outdoors or before lunch. The childminder helps children understand the benefits of a healthy lifestyle.

Outcomes for children are good

Children make good progress from their individual starting points in learning. They are motivated, and eager to explore and learn new things. Children develop independence and choose whether to play inside or outdoors. They are encouraged to put their shoes on and attend to their own personal care needs. Children listen and respond to the childminder's questions and instructions. They show good levels of understanding and are keen to demonstrate what they know. For example, children are able to name animals such as tigers, lions and sea lions. Children talk about where the animals live and what they eat. Children learn key skills in readiness for the next stage in their learning and their move on to school. For example, children learn to write their names in cards.

Setting details

Unique reference number	EY425670
Local authority	Surrey
Inspection number	10074757
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	11 January 2016

The childminder registered in 2011. She lives in Ashford, Surrey. The provision operates Monday to Friday, from 8am to 6pm, all year round. The childminder works with her mother, who is also a registered childminder.

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