

Childminder Report

Inspection date

4 November 2016

Previous inspection date

16 April 2013

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

- The childminder has a good understanding of how children learn and develop. The quality of teaching is consistently good. The childminder reviews children's progress regularly to ensure that any identified gaps in their learning are narrowing. This supports all children to make good progress in relation to their starting points.
- The childminder understands the importance of helping children to adopt healthy lifestyles. For example, children learn how fruits and vegetables grow as they pick them during trips to a local farm.
- The childminder is a good role model for children. For example, she encourages children to share and use good manners. Children behave well and respond positively to the childminder's praise and encouragement.
- Children enjoy taking part in physical activities. For instance, children access musical instruments and move their bodies artistically to their favourite songs. This supports their level of confidence and creativity.

It is not yet outstanding because:

- The childminder does not use her assessments of children's learning as well as possible to regularly share what they need to learn next with parents, to help children make more rapid progress in their all-round development.
- The childminder misses opportunities for children to explore a wide range of technology to expand their learning.

What the setting needs to do to improve further

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

- build on partnerships with parents to consistently share children's next steps in learning, to provide continuity in care and learning between the setting and home
- extend opportunities to enable children to use a wide range of technology to explore and expand their learning further.

Inspection activities

- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector observed the childminder's interactions with the children.
- The inspector sampled a range of documentation, including policies and procedures, and children's records.
- The inspector conducted a tour of the premises that the childminder uses for childminding purposes.

Inspector

Patricia Edward

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has an extensive knowledge of the procedures to follow if she has any concerns about children in her care. She carries out regular written and visual risk assessments of her home and of places that she takes children. The childminder has addressed the recommendations set at the last inspection. For example, she has increased children's learning opportunities in the outdoor area. The childminder evaluates her practice to identify areas for improvement and make changes to benefit children. For instance, she plans to introduce a 'mud kitchen' for children to explore in the garden and to provide a wider range of activities for children to choose on arrival.

Quality of teaching, learning and assessment is good

The childminder uses precise observations and assessments to record children's achievements. She uses this information to identify individual next steps in their learning. Children enjoy using their imagination creatively in make-believe play. For example, they access the activity kitchen and create delicious meals for their dolls. The childminder is observant of children's interests and uses these to build on activities for them. Children become skilful communicators. For example, those who are bilingual have ample opportunities to see and hear their home languages within the setting. The childminder continually talks to the children about what they are doing as they play. She asks them meaningful questions to encourage them to express their opinions, thoughts and feelings. Children's mathematical skills are encouraged well. For instance, they enjoyed learning about shapes, numbers and colours during a play dough activity.

Personal development, behaviour and welfare are good

The childminder provides a welcoming environment. She uses effective procedures that enable children to settle into the provision with ease. The childminder teaches children to have a positive sense of self and to have respect for others. For example, children acknowledge a range of cultural festivals and explore a range of resources which encourage positive attitudes. The childminder makes the most of local playgroups to provide children with social interactions with larger groups of children. This supports children to be confident, to mix with others and learn to share.

Outcomes for children are good

All children make good progress in their development. They gain a good range of skills needed for the next stage in their learning, including the move to school. Children are confident and motivated learners. They develop a strong sense of belonging and show good levels of independence during activities. For example, they help to tidy up and learn how to put on their own coats.

Setting details

Unique reference number	EY451490
Local authority	Kingston upon Thames
Inspection number	1062897
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of registered person	
Date of previous inspection	16 April 2013
Telephone number	

The childminder registered in 2012. She lives in New Maldon, located in the Royal Borough of Kingston upon Thames. The childminder offers her service Monday to Friday from 8am to 6pm, all year round.

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