

Childminder report

Inspection date	17 May 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Children form strong emotional attachments with each other and the childminder. They all make good progress in their learning and development. The childminder recognises gaps in achievements and takes appropriate action to ensure children receive early help from external agencies.
- The childminder lays firm foundations for children to develop healthy lifestyle habits. Children benefit from healthy snacks and meals and enjoy taking part in a wide range of activities outdoors.
- The childminder demonstrates good capacity to sustain ongoing improvement. She makes good use of training opportunities.
- The childminder keeps parents well informed about the activities children engage in and their progress, such as with developing speech. They plan together for supporting children's learning. However, the childminder is less successful in establishing partnerships with the nursery settings some children attend. Information is not being shared to ensure children receive consistent support.
- Although the childminder makes observations on children, these are not always regular enough to ensure achievements are promptly identified. As a result, for some children there is a delay in identifying more challenging progress plans.
- The childminder does not always seize opportunities to use children's preference for imaginative play to encourage them to fully develop their ideas and to support their progress with writing and their understanding of shape.

What the setting needs to do to improve further

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

- establish regular arrangements with the nursery settings older children attend to share information about their progress and to plan for their next steps in learning so that children receive consistent support
- increase the use of observations to track and plan for children's progress, to ensure all children are consistently challenged to the maximum level
- provide more inspiration for older children to represent and develop their own ideas during imaginative play, and use their interest in this type of play to further develop their understanding of the world and their progress with writing and shape.

Inspection activities

- The inspector observed the childminder's interaction with children during activities indoors and outdoors. She looked at the childminder's range of play learning resources and equipment, and observed the suitability of the premises.
- The inspector discussed the childminder's practice with her and the impact of her activity planning and engagement with children.
- The inspector sampled a range of documentation, including children's records, those relating to safeguarding, and evidence of the childminder's suitability. The inspector talked to the childminder about her use of self-evaluation.
- The inspector sought and took account of the views of parents.

Inspector

Amanda Tyson

Inspection findings

Effectiveness of leadership and management is good

The childminder's completion of several training workshops is testament to her commitment towards continuous improvement. Since registration, she has learned about the repeated patterns in play often demonstrated by toddlers and has begun adapting activities to provide for these. After learning about sign language, she uses objects and actions alongside verbal communication to further encourage children's speech and language. Safeguarding is effective. The childminder has up-to-date knowledge and understanding of local procedures for protecting children from abuse and neglect, and exposure to extreme views and practices. She reflects on her practice well overall. Improvements, for example to create an outdoor kitchen play area, are being targeted. Parents hold the childminder in high regard. They highlight how quickly children settle in, the rapid progress they make with speech and language, and the range of activities children take part in within the community as key strengths.

Quality of teaching, learning and assessment is good

The childminder makes generally accurate assessments of children. She provides a good range of high-quality play and learning resources that interest children. For example, older children build bridges using transparent three-dimensional shapes which are illuminated on a lightboard. The childminder makes comments and asks questions that prompt detailed and imaginative explanations from children. When they ask for help, such as for assembling the train track, she asks them 'how do you want it to look?' and 'is it going to be curved, straight or both?' The childminder plans and provides good opportunities for toddlers to explore and experiment using their senses, for example in messy play, using sand and operating colourful fibre-optic equipment. She engages with children playfully, for instance as they play hide-and-seek, encouraging their counting skills as they cover their eyes.

Personal development, behaviour and welfare are good

The childminder gives high priority to ensuring children have sufficient rest and sleep. She makes good use of outings to teach children about road safety. Children help themselves to toys and learn to respect the house rules, for example for tidying away one set of toys before getting out another. The childminder is patient and calm. She successfully distracts toddlers from emerging disagreements. The childminder plans activities throughout the year to teach children about different beliefs and traditions, such as Easter and Chinese New Year.

Outcomes for children are good

Children are well prepared for moving on to nursery and school. Children are sociable. Toddlers develop good communication skills and very ably express their needs, such as when they need the toilet. Older children confidently ask for help and express their feelings. Children develop good pencil control and learn to recognise colours and flat shapes.

Setting details

Unique reference number	EY546299
Local authority	Surrey
Inspection number	10099597
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

The childminder registered in 2017. She lives in Effingham, Leatherhead, Surrey. She works Monday to Friday between 8am and 6pm all year round.

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