

Inspection date	4 February 2015
Previous inspection date	10 January 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder has a good understanding of how children develop and plans activities, which help them to make good progress in their learning.
- The childminder makes careful observations and assessments of the children. She uses these to plan their next steps in learning.
- The childminder forms good relationships with the children. She has a good settling-in procedure, which she uses to help children feel comfortable and safe from their first days in her care.
- The childminder keeps the children safe and has up to date knowledge of safeguarding procedures.
- The childminder monitors children's progress closely to identify when children need more help in specific areas.
- The childminder regularly evaluates her strengths and weaknesses. She invites children to feedback their views and records these. Through this process, she has made changes to improve what she offers the children.

It is not yet outstanding because:

- The childminder does not always provide opportunities for children to practise their early writing skills alongside their play.

What the setting needs to do to improve further

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

- maximise opportunities for children to explore writing through play to enhance their literacy development.

Inspection activities

- The inspector observed the childminder and the children working together.
- The inspector looked at the children's learning journey folders and discussed with the childminder how she covers the curriculum and how she uses assessment to help plan her activities.
- The inspector toured the premises and viewed the play equipment.
- The inspector discussed with the childminder how she keeps children safe. The inspector viewed evidence of the childminder's qualifications and a sample of policies and documents.
- The inspector took into account the views of parents.

Inspector

Catherine Reeves

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder plans interesting and stimulating activities; as a result, children make good progress in their learning. She has a good knowledge of how children learn and makes regular observations and assessments. She uses these to plan activities, which reflect the children's interests and to enhance their development. Children are developing skills that will prepare them for school. The childminder encourages children to share and take turns as well as teaching them early mathematic skills. She skilfully describes children's play and clearly introduces new words to enhance their language development. However, there are limited opportunities for children to practise their early writing skills alongside their play. The childminder works well with parents and other professionals to provide seamless support for children who have special educational needs and/or disabilities. Consequently, these children make good progress and any gaps in their learning are narrowing. The childminder has a good relationship with all parents and keeps them informed about their child's learning using a diary and a learning journey.

The contribution of the early years provision to the well-being of children is good

The children are happy and confident and happily choose where they want to play. They feel secure and so are able to relax and learn. The childminder organises the toys and resources at child height so that they can make choices and take the lead in their learning. The childminder provides nutritious home cooked food and children enjoy helping to prepare it. This helps children to learn about healthy and unhealthy foods. The childminder teaches children about good hygiene. They are learning to wash their hands after stroking the dog and before eating. The childminder plans activities so children benefit from the fresh air. They go outside every day, in either the garden or outings to local parks, which contribute to a healthy lifestyle and promote children's physical development.

The effectiveness of the leadership and management of the early years provision is good

The childminder evaluates her provision for strengths and weaknesses. As a result, she has developed new skills and ideas to promote outcomes for children. She uses training courses and research to develop her knowledge and adapts her teaching practices so children learn in new ways. The childminder has made improvements since the last inspection and now uses children's assessments to plan for their next steps in learning. The childminder has attended safeguarding training and has a detailed safeguarding policy, which she shares with parents. She has a clear understanding of the procedures for child protection and knows who to report to in the event of a concern. The childminder completes risk assessments for the home and for trips out. These clearly identify potential risks and she takes action to minimise hazards. This helps to keep the children safe.

Setting details

Unique reference number	EY432151
Local authority	Surrey
Inspection number	845470
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	10 January 2012
Telephone number	

The childminder registered in 2011. She lives with her husband and two young children. The family lives in Caterham, Surrey. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The family has a pet dog.

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Piccadilly Gate
Store St
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