

<b>Inspection date</b>	11 February 2015
Previous inspection date	1 March 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder offers a welcoming, well-organised environment. Children enjoy playing in the toy room and help themselves to a good variety of easily accessible resources.
- The childminder keeps parents well-informed. She works closely with them to ensure she meets children's individual needs.
- Children enjoy a wide range of interesting activities and experiences that help them make good progress in their learning.
- The childminder shows a strong commitment to providing a good-quality service. She has completed a recognised childcare qualification since the last inspection. This training has had a positive impact on how she supports children's learning.

### It is not yet outstanding because:

- The childminder does not effectively share information with the other early years settings that children attend.
- The childminder does not always use words in children's home languages to help them develop their language and communication skills.

## What the setting needs to do to improve further

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

- extend systems for sharing information with other early years settings that children attend, to ensure a consistent approach to their learning
- increase the use of children's home languages to further support their communication and language development.

## Inspection activities

- The inspector observed children taking part in activities indoors and in the garden.
- The inspector had discussions with the childminder.
- The inspector looked at children's records and other relevant paperwork.
- The inspector read questionnaires from parents and took account of their views.

## Inspector

Rebecca Khabbazi

## Inspection findings

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

The childminder makes regular observations of children's achievements and plans activities based on their interests and skills. As a result, children are keen to learn and eager to take part. The childminder teaches children a variety of useful skills that help prepare them for their next stage in learning and for school. She encourages children to join in conversations, listens to them carefully and introduces new words. However, she does not always use words to support children's home languages, such as songs and stories or labels in the environment. The childminder encouraged children to solve simple problems, for example to find the correct pieces for a game. She stimulates their imaginations by joining in with their play when they dress up and make tea. Children thoroughly enjoyed exploring 'rainbow rice' with their hands. The childminder successfully extended their investigation of textures by adding cotton wool balls to the mixture.

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

The childminder's home is safe and welcoming. She makes careful checks of the home and garden to ensure children can play safely. Children quickly grow in confidence and independence. They have very good relationships with the childminder. The childminder effectively promotes children's physical and emotional well-being. She is warm and responsive towards them, and sensitive to their individual needs. The childminder offers children consistent praise and reassurance, which helps them behave well. She promotes their good health effectively and children have daily opportunities to be active. They have fun riding scooters in the garden and collecting leaves when they visit the park. They learn useful self-care skills, for example they wash their hands before snack. The childminder provides nutritious meals and children enjoy eating fresh fruit, which contribute to a healthy lifestyle.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. Children are safe and well-cared for. The childminder has completed child protection training. This means she knows what to do if she has concerns about the welfare of a child. She monitors children's progress closely and takes effective steps to provide any additional help; as a result, children make good progress in their learning. The childminder updates her skills by attending local courses and reviews her practice on a regular basis. Comments from parents' questionnaires show they value the setting highly. The childminder is aware of the need to work in partnership with other early years settings that children attend. However, she has not established effective strategies for sharing information with them about children's learning to ensure a consistent approach.

## Setting details

<b>Unique reference number</b>	EY397231
<b>Local authority</b>	Surrey
<b>Inspection number</b>	816099
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	1 March 2010
<b>Telephone number</b>	

The childminder registered in 2009. She lives with her husband and three young children in Addlestone in Surrey. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She has a level 3 childcare qualification.

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