

Inspection date

5 March 2015

Previous inspection date

22 November 2011

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

- Children are happy, play cooperatively and form positive relationships with the childminder.
- The childminder provides a broad range of resources that motivate children to learn. Consequently, children make good progress in readiness for preschool, or school.
- The childminder helps children to learn about what she expects from them, through gentle reminders and prompts. As a result, behaviour is good.
- The childminder provides children with healthy food and snacks. They have plenty of opportunities for fresh air and outdoor play. This helps children to learn about healthy lifestyles.
- Partnerships with parents and other providers are strong. This provides children with continuity in their learning and development.
- The childminder reflects on her practice well. She gains feedback from parents and children and attends regular training to help maintain good standards.

It is not yet outstanding because:

- There are fewer opportunities for children to see print in the outdoor environment, than inside the childminder's home, to strengthen their understanding that print conveys meaning.
- The childminder does not always provide opportunities for children to develop their independent self-care skills at meal times.

What the setting needs to do to improve further

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

- extend learning opportunities for literacy within the outdoor environment, to fully support children's developing awareness that print and symbols carry meaning
- provide further opportunities for children to develop independence at snack times, for example, by pouring their own drinks and preparing their own snacks.

Inspection activities

- The inspector had a tour of the areas used for childminding.
- The inspector observed children and the childminder during play.
- The inspector examined a sample of policies, documents and children's records.
- The inspector read testimonials from parents to gain their views.
- The inspector discussed the childminder's self-evaluation process.

Inspector

Alison Southard

Inspection findings

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

Children have good opportunities to learn and develop. The childminder promotes their learning through daily activities that are fun and interesting. Younger children build on their early language skills as the childminder speaks appropriately with them. She helps children to think for themselves through skilful questions. For example, she asked older children to talk about which character they would be in the story they were reading. Children enjoy looking at books independently and together with the childminder. The indoor environment is rich with print. However, there are fewer opportunities for children to see the written word outside to extend their literacy skills when in the childminder's garden. The childminder records children's stage of development when they first start, and she uses photographs and observations to inform her planning. She celebrates different festivals with children, and uses a good range of resources and activities to help them learn about differences and the world around them.

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

The childminder has a good relationship with children in her care. Children are relaxed, content and behave well. They settle quickly because they attend settling-in sessions when they first start, and this results in the children becoming familiar with their new surroundings. Children are learning good self-care skills, for example, the childminder encourages them to wash their hands ready for lunch. However, she misses opportunities to strengthen children's independence skills, by teaching them to pour their own drinks and prepare their own snacks. The childminder puts a strong focus on children's safety. She helps children to learn about keeping themselves safe. They regularly discuss road safety and practise the evacuation procedure.

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

The childminder has a secure understanding of the requirements of the Early Years Foundation Stage. She is aware of the procedures to follow should she have concerns about a child. The childminder carries out regular risk assessments to help ensure children are kept safe. She builds networks with other childminders to share ideas to help improve her practice. She implements policies and safe practices effectively to promote children's well-being, health and safety, and shares them with parents. The childminder has effective systems in place to evaluate what is working and what needs to improve to maintain good standards. She shares children's progress with parents. Parents regularly contribute by sharing children's achievements from home, and they make positive contributions to children's assessments. This helps to move children onto the next stage in their learning.

Setting details

Unique reference number	EY423659
Local authority	Surrey
Inspection number	845323
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	8
Name of provider	
Date of previous inspection	22 November 2011
Telephone number	

The childminder registered in 2011. She lives in West End, near Woking, Surrey. The childminder works Monday to Friday for most of the year.

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