

Childminder Report

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| Inspection date | 10 June 2015 |
| Previous inspection date | 10 February 2009 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| 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 learn through play. She engages with children and makes learning fun. Therefore, children make good progress in their learning and development.
- The childminder provides a balance of activities that she plans and leads and those that children can choose for themselves. Therefore, children remain active, interested and motivated in their play and learning.
- Strong partnerships are in place with parents and other professionals. The childminder talks each day to parents and gives written feedback to help provide consistency in their children's care and learning.
- The childminder sets clear and consistent boundaries for the children and she is a positive role model. Therefore, children quickly learn what behaviour is acceptable, and treat people, toys and property with care and respect.
- The childminder ensures children develop an understanding of good personal hygiene and healthy living.

It is not yet outstanding because:

- Children do not always have opportunities to practise their early writing skills as part of their play. Therefore, they are not always able to develop their literacy skills fully.

What the setting needs to do to improve further

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

- improve opportunities for children to explore letters and sounds to support their early literacy skills.

Inspection activities

- The inspector completed observations of the children engaged in activities with the childminder.
- The inspector discussed the how the childminder observes and records children's progress.
- The inspector sampled a range of policies and procedures, viewed the childminder's first-aid certificate and Disclosure and Barring Service checks for all adults to ensure their suitability.
- The inspector took account of parents' views.

Inspector

Janet Thouless

Inspection findings

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

The childminder supports children's learning well. She teaches them a wide range of skills that prepare them effectively for school. She plans activities that match children's current interests and their identified next steps. Children chose to play a game of snap with picture cards. The childminder supported them to count the cards and name the animals and created a playful atmosphere. She talks to children as they play and encourages conversations. This supports their communication skills. The childminder provides children with dressing up items. This promotes their imaginations and gives them the opportunity to act out a range of play scenarios. The childminder observes that children enjoy creative activities and ensures there is a range of materials for children to easily access to express their creativity.

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

The childminder is calm and caring and children relate very well to her. She makes good use of settling-in periods to get to know children and their families. She obtains clear information from parents about their children so that she can meet their individual needs and interests successfully. Therefore, they feel safe and secure in her care. Children are familiar with daily routines and show confidence in their surroundings. They know where their favourite toys are stored, and older children confidently ask for things that they cannot see or reach. They devise their own games and confidently use resources during play, which demonstrates their sense of belonging. Children have good opportunities to learn about healthy lifestyles. The childminder provides a varied and balanced diet, and the children grow and harvest fruits and vegetables. This encourages children to try different foods and to understand where food comes from.

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

The childminder has a good understanding of her role in protecting children. She knows what to do should she have any concerns about a child in her care. Therefore, this promotes children's safety and well-being. The childminder successfully implements the learning and development requirements. She observes and monitors children's progress and identifies their next steps for learning. The childminder is committed to improving outcomes for children. She develops her knowledge by completing child development training and this has a positive impact on children's learning. She makes improvements to her provision that benefit children and parents. For example, she updates games that children show a particular interest in and provides a very flexible service to parents. Parents are very complimentary about the childminder. They comment that children enjoy a wide range of activities and flourish in her care.

Setting details

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| Unique reference number | EY263315 |
| Local authority | Surrey |
| Inspection number | 833220 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Name of provider | |
| Date of previous inspection | 10 February 2009 |
| Telephone number | |

The childminder registered in 2003. She lives in Horley, Surrey. The childminder offers care all day, Monday to Friday, throughout the year except for family and public holidays.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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