

Childminder Report

Inspection date

20 July 2015

Previous inspection date

1 December 2008

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 develops children's language well. She talks to them continuously, asks them many questions and reads to them so they hear lots of new words to extend their vocabulary.
- The childminder and her assistant have good relationships with the children. They know them well so can provide activities that interest and effectively challenge each child.
- Children are kept safe as the childminder has clear rules that help them learn about risks. She prioritises teaching road safety when they go out and children have the appropriate harnesses and seats for travelling safely, either on foot or by car.
- The childminder shares good quality information with parents and they have good relationships that provide children with consistent care.

It is not yet outstanding because:

- The childminder uses outside storage for a selection of resources and the children cannot see them. Therefore, children do not always know what is available for them to choose from.
- The childminder provides a good range of activities for babies but, sometimes, does not involve them fully in activities with older children. Therefore, the youngest children do not always get the opportunity to copy and learn from the older ones.

What the setting needs to do to improve further

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

- review the organisation and presentation of resources to make it easier for children to see what is available and to select items themselves
- explore ways to more fully involve babies in activities with older children

Inspection activities

- The inspector observed activities in the childminder's home and garden.
- The inspector spoke to the childminder and her assistant during the inspection.
- The inspector conducted a joint observation of an activity with the childminder.
- The inspector sampled a range of documentation including children's development records and parent information.

Inspector

Jill Steer

Inspection findings

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

The childminder uses children's interests to plan activities that engage them. She finds out what the children like to do initially from their parents and then from her own observations of their play. The childminder includes an interesting schedule of free play, planned activities and outings so children learn through a wide range of experiences. During the inspection, children enjoyed going in the garden to feed and look at the fish of different sizes and colours, as well as threading buttons and baking cakes. The childminder cleverly related aspects of each activity, such as comparing shapes and colours of fish, buttons and eggs. This reinforces the learning for the children. The childminder tracks children's progress and identifies what to plan to help them make good, all-round progress. She assesses their progress continuously to identify any areas for extra support. The childminder helps children prepare to start school by making sure they can recognise their names and dress themselves. She makes school sound interesting so they look forward to going.

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

Children settle extremely well with the childminder because she allows them time to get used to her before they stay. She works with an assistant so children are very well supported at all times and always have someone to help and comfort them. The childminder takes children outside every day, either in the garden or to a wide range of local venues. This enables children to develop good physical skills and to learn about their environment and being healthy. For example, they regularly go to the lakes to feed the ducks. Children behave well with the childminder as they begin to learn about boundaries and rules. The childminder is calm and supportive. She has clear expectations for children's behaviour so they know what is acceptable and feel safe.

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

The childminder is experienced and provides good quality care and learning for children. She supervises her assistant well to ensure consistency of teaching and care. The childminder reflects on her practice to make changes that continually enhance her already good-quality care of the children. The childminder has developed effective systems for sharing information with parents. She uses a written daily report as well having discussions every day about the children's general care. The childminder is keen to work with other professionals involved with the children and shares information about their development with other settings they attend. She liaises with others supporting children's progress and has completed training to better understand how she can meet their individual needs. The childminder has a good understanding of how to protect and safeguard children. She is clear about her role and responsibility in keeping children safe at all times.

Setting details

Unique reference number	121580
Local authority	Surrey
Inspection number	840386
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	1 December 2008
Telephone number	

The childminder registered in 1995 and lives in Redhill, Surrey. She operates from Monday to Friday between 7.30am and 6pm. The childminder works with an assistant. She receives funding to provide free early education for children aged two, three and four years.

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