

# Childminder Report

**Inspection date**

16 September 2015

Previous inspection date

9 September 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder is motivated to continually develop her skills and improve her practice. For example, since the last inspection she has further increased her knowledge and understanding of how to assess children's progress and plan activities for them. This has a positive impact on their experiences in her care.
- The childminder provides a safe, welcoming environment for children. They choose from a good variety of resources and play materials that they can easily select for themselves.
- Children have positive relationships with the childminder and she is sensitive to their individual needs. This helps them settle quickly and effectively promotes their emotional and physical well-being.
- Children enjoy taking part in a wide variety of stimulating activities and experiences that the childminder plans based on their interests and needs. This helps them to make good progress in their learning and development.
- The childminder works closely with parents. She keeps them well informed and finds out as much as she can from home; this involves parents in their children's learning.

### It is not yet outstanding because:

- The childminder has not fully developed all available opportunities for children to investigate the natural world.
- Although children enjoy playing with some technology resources, the childminder has not fully extended more challenging experiences in this area for older or more able children.

## What the setting needs to do to improve further

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

- extend opportunities for children to explore and investigate in all areas of the environment, to further promote their understanding of the natural world
- plan further challenging experiences for children to extend their learning about the uses of everyday technology.

### Inspection activities

- The inspector observed children taking part in activities with the childminder indoors and outside.
- The inspector had discussions with the childminder throughout the inspection about her practice and about children's learning and development.
- The inspector sampled paperwork including children's records, and policies and procedures.
- The inspector read comments from parents and took account of their views.

### Inspector

Rebecca Khabazi

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. Safeguarding is effective. The childminder attends regular child protection training. She keeps all of the records required for childminding and makes sure these are well organised and up to date. The childminder monitors children's progress effectively through observation and assessment. She provides sensitive support for children where they need it and works closely in partnership with other settings. The childminder reflects on her practice and makes use of local courses and links with other childminders to continually develop and improve what she does. She found an assessment course particularly useful in planning more effectively around children's particular interests. As a result, children enjoy new challenges and are eager to learn.

### Quality of teaching, learning and assessment is good

Children benefit from a good balance of experiences. The childminder skilfully adapts activities and provides effective support so that all children can join in. For example, younger children enjoyed exploring the paint with their hands while older children had fun making leaf prints. The childminder talks to children as they play. She asks questions and encourages conversations. This supports children's communication and language skills well. Children became engrossed in a game with a new toy and the childminder gave them time to explore it thoroughly. She encouraged them to persevere with tasks. As a result, children were proud of their achievement when they worked out how to make the digger pick something up.

### Personal development, behaviour and welfare are good

The childminder supports children's independence skills well and this builds their self-confidence. Children very quickly learn the familiar routines that help keep them safe. They remember to hold on to the rail as they go up the stairs and they wait at the top for the childminder. They know they need to take their shoes off indoors and learn to manage this on their own. Children remember to wash their hands before snack time and enjoy choosing fruit to eat. The childminder is calm and guides children gently, which helps them behave well. She acts as a good role model so that children learn to value each other and treat one another with respect. ?

### Outcomes for children are good

All children make good progress based on their starting points. They learn a variety of useful skills that prepare them effectively for their next stage of learning and for school. They grow in independence when they help themselves to toys or help tidy away. They learn to recognise their name when they put it on the board each day. They play well together, learning to share and take turns.

## Setting details

<b>Unique reference number</b>	EY387736
<b>Local authority</b>	Surrey
<b>Inspection number</b>	838289
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	9 September 2009
<b>Telephone number</b>	

The childminder registered in 2008. She lives in Dorking, Surrey. The childminder cares for children each weekday throughout the year. She holds a relevant level 3 childcare qualification. The childminder receives funding for the provision of free early education for children aged two, three and four years.

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