

Childminder Report

Inspection date	27 October 2015
Previous inspection date	18 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder has a secure knowledge and understanding of the requirements of the Early Years Foundation Stage and meets these well.
- Children's well-being needs are exceptionally well supported by the childminder. She is extremely dedicated to helping children through periods of change, such as going into hospital and overcoming parent separation anxiety. Children have very strong emotional attachments with her and each other. Their behaviour is exemplary.
- The childminder provides a wide range of interesting and exciting activities and practical experiences for children. These link with their interests and learning needs, and keep them engaged in very worthwhile play for extended periods.
- The childminder engages children in lots of interesting conversations and discussions, and creates an environment that prompts them to independently initiate conversations with her and each other.
- Parents are exceptionally well-informed about their children's progress and development. The childminder fully involves them in her processes for assessing, tracking and planning for children's progress.

It is not yet outstanding because:

- The childminder's professional development plan does not yet precisely focus on improving her knowledge and developing expertise. She uses self-evaluation very well to identify and target practical improvements, but less on her training needs.
- Opportunities for young children to build on their awareness that print carries meaning and build on their early literacy skills are not always fully extended by the childminder. For example, younger children see lots of examples of individual letters and numbers but not words, such as their names.

What the setting needs to do to improve further

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

- make more use of self-evaluation to identify ways to further develop professional knowledge and skills, in order to provide the highest quality experiences for children
- increase opportunities for children to build on their early literacy development and understanding of print carrying meaning.

Inspection activities

- The inspector observed children engaged in activities indoors and in the garden.
- The inspector discussed the childminder's practice with her, including the impact of her teaching methods and use of observation and assessment to support children's progress.
- The inspector sampled a range of documentation relating to safeguarding, children's well-being, progress and development.
- The inspector spoke to parents and took account of their views.

Inspector

Amanda Tyson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a thorough understanding of her responsibility to act on any concerns about a child's welfare. She has recently completed training to ensure she fully understands the new safeguarding requirements and has used this knowledge to strengthen her monitoring processes. The childminder has addressed previous recommendations for strengthening her use of assessment and partnership with parents and these are now key strengths. She has experience of working in close partnerships with external agencies involved with children. She identifies areas for improvement well. For example, she plans to create a small allotment area and to provide more opportunities for children to engage in early science experiments. Relationships between parents and the childminder are extremely strong; they trust her implicitly and hold her in very high regard.

Quality of teaching, learning and assessment is good

The childminder has a well-established and successful process for assessing, tracking and planning for children's progress. Her assessments of children's abilities and what they need help to progress with next are precise and well-targeted. She sets up imaginative activities using unusual resources. For example, she uses cereals and jelly to represent features of a farmyard. The questions the childminder asks children prompt detailed responses, such as asking what the farmer is going to do. She joins in children's play and introduces them to new facts, such as how the farmer collects milk from the cow. The childminder brings learning to life for children through practical experiences. For example, they nurtured chick eggs in an incubator, watched them hatch then gently cared for them. Outdoor activities engage and excite children; for example, children send small cars, and pour water, down tilted open guttering, and this also teaches them about gravity.

Personal development, behaviour and welfare are outstanding

Children are cared for in an exceptionally welcoming and well-resourced environment. They are extremely settled and happy, and quickly learn to trust the childminder enough to begin to explore the environment and play independently. Children aged two years are amazingly kind and considerate towards each other. They confidently ask each other for help and provide each other with reassurance that the childminder is coming to help. She makes excellent use of books to teach children about diversity, safety and friendships. For example, they know it is fun to swim and play basketball with wheelchair-using children.

Outcomes for children are good

Children make at least good progress in their learning and are being well-prepared for school. They make outstanding progress in their personal, social and emotional development and show a strong interest in play and learning. Children confidently ask questions and express their own ideas. They have very good opportunities to practise early writing skills, count and sort colours. Children also have a strong interest in books.

Setting details

Unique reference number	EY428167
Local authority	Surrey
Inspection number	823377
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 2
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	18 October 2011
Telephone number	

The childminder registered in 2011. She lives in Hersham, Surrey. The childminder works Monday to Friday, throughout the year. She has a level 2 qualification in childcare.

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