

Childminder Report

Inspection date

2 November 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 quality of teaching is consistently good. The childminder follows children's lead and interests well. Children are continually engaged in purposeful and meaningful play.
- The childminder is very committed to developing her practice to further improve the quality of her teaching and experiences for children. For example, since she registered she has completed an appropriate early years qualification at level 3.
- The childminder has positive and beneficial relationships with parents. There is an excellent two-way flow of information which means that children's learning and care needs are well supported. All children make good progress from their starting points.
- The childminder provides a welcoming and well-resourced home. For instance, children relish the opportunity to explore indoors and outdoors.

It is not yet outstanding because:

- The childminder generally supports children's understanding of safety. However, she does not always fully explain what consequence their actions may have to further their understanding.
- The childminder sometimes helps children too quickly if they are unable to do something, so children do not always benefit from trying to solve problems for themselves.

What the setting needs to do to improve further

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

- make full use of all opportunities to help children learn how to keep themselves safe to promote their understanding that their actions have consequences
- seize all opportunities to encourage children to try tasks for themselves to further challenge children's problem-solving skills.

Inspection activities

- The inspector spoke to the childminder and children at appropriate times.
- The inspector viewed all areas of the property used for childminding.
- The inspector viewed documents such as children's learning records, suitability checks and self-evaluation documents.
- The inspector held a joint observation with the childminder.
- The inspector observed the quality of teaching indoors and outdoors.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good understanding of her responsibility to safeguard children. She knows how to assess and minimise risks to keep children safe, and how to respond if she has concerns about children's welfare. Safeguarding is effective. The childminder effectively evaluates her setting to improve activities and experiences for children. The childminder monitors children's learning. For example, she closely tracks their development and identifies areas where they may need further support or where she can improve her teaching. The childminder is continually developing her practice and has high expectations of herself. She liaises with other professionals to keep her knowledge up to date. The childminder keeps parents well informed. For example, she shares her policies and procedures with parents and she updates them with developments.

Quality of teaching, learning and assessment is good

The childminder provides a good balance of activities to support children's all-round development. Children are interested and motivated to learn and to explore what the childminder has to offer. The childminder helps children to develop their early writing skills and literacy well. For example, she encourages them to explore marks and letters during play. The childminder helps children learn about numbers and mathematical concepts, such as 'big' and 'small'. For example, children were delighted to count and compare conkers they found hidden in the sand. Children have good communication and language skills. For instance, the childminder gives children time to talk and share their ideas.

Personal development, behaviour and welfare are good

Children are confident and secure in their abilities. The childminder helps children to understand each other well and how to be considerate of others. For instance, she helps them to take turns when using resources. Children respond and behave well. Children have opportunities to socialise and develop their understanding of people from a variety of backgrounds. For instance, the childminder takes children to community toddler groups and local activity centres. The childminder has built warm and caring relationships with children. She knows them well and provides comfort and reassurance if needed. Children's physical well-being is promoted positively. For example, she ensures that children have the choice to play outside daily, and she provides a healthy variety of snacks and lunches.

Outcomes for children are good

All children make consistently good progress in their learning and development. They are developing key skills for future learning in readiness for starting pre-school or school. For example, young children use their developing independence skills to wash their hands themselves.

Setting details

Unique reference number	EY445077
Local authority	Surrey
Inspection number	889423
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 2
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2012 and lives in Caterham, Surrey. She operates her service from Monday to Friday, 7am to 6pm, term time only. The childminder has an appropriate qualification at level 3.

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