

Childminder Report

Inspection date

5 November 2015

Previous inspection date

11 December 2008

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 provides good quality teaching, which supports children in making good progress in their learning and development.
- Children's welfare has high priority. The childminder implements her clear policies and procedures consistently to promote a safe and secure environment.
- The childminder develops children's early communication and language skills effectively. For example, she introduces new words and talks about what children are doing as they play to help to build their vocabulary.
- Children are happy, settled, and develop close emotional attachments to the childminder. The childminder provides them with hugs and reassurance during play activities, which builds their self-esteem and supports their emotional well-being effectively.
- The childminder helps children to share and take turns when they play together. This promotes children's positive behaviour.
- The childminder develops strong relationships with parents, who speak highly of her. Continuity of care and learning for children is good.

It is not yet outstanding because:

- Children do not always have opportunities to develop their own ideas and take the lead during planned activities.
- Resources for children to choose from are not always organised in a way that supports their independence as fully as possible.

What the setting needs to do to improve further

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

- increase opportunities for children to lead and develop their own ideas during planned activities
- review the organisation of toys and other resources so that children can choose more of them independently.

Inspection activities

- The inspector spoke to the childminder and children during the inspection.
- The inspector observed teaching and the impact this had on children's learning.
- The inspector toured the parts of the childminder's home that the children use.
- The inspector took account of the views of parents, provided in writing, on the day of the inspection.
- The inspector checked evidence of the suitability of the childminder, a selection of children's records and safeguarding policies, and discussed her self-evaluation process.

Inspector

Tara Naylor

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps her safeguarding knowledge up to date through regular training. She knows how to keep children safe and what action she would take if she had concerns about the welfare of a child in her care. The childminder creates a safe environment for children to play in, and uses her regular risk assessments to minimise risk to children. The childminder keeps up to date with early years practice through discussions with other childminders and professionals. This has a positive impact on children as the childminder is constantly reviewing how she can make improvements to benefit children in her care.

Quality of teaching, learning and assessment is good

The quality of the teaching is good. The childminder has a secure understanding of the Early Years Foundation Stage, and is well qualified. She uses her knowledge and experience well to observe and plan for children's learning. This helps her to monitor children's progress and identify any gaps in children's development effectively. The childminder regularly shares her learning journals with parents, and uses her daily feedback to share children's ongoing achievements. The childminder provides opportunities for babies' physical development through a range of activities, such as supporting them in learning to feed themselves confidently. This helps children to build age-appropriate self-care skills, which prepares them for when they start school.

Personal development, behaviour and welfare are good

The childminder provides children with a welcoming and inclusive environment. She responds warmly to children's needs and uses good care practices to build positive relationships. This helps children settle happily into their daily routines, demonstrating that they are motivated and keen to play and learn. The childminder teaches children to behave well from a very young age, giving them clear guidance on her expectations. For example, she talks sensitively with the children about their behaviour and helps them to understand how to share the toys and to be kind to each other. This helps children to learn about valuing the needs of others so that they build positive relationships with their friends. The childminder provides a range of nutritious snacks and takes children outdoors regularly for fresh air and exercise. This helps to promote their healthy lifestyles effectively.

Outcomes for children are good

Children are inquisitive and active learners who make good progress in their learning and development. The childminder prepares them well for the next stages in their education.

Setting details

Unique reference number	EY304222
Local authority	Surrey
Inspection number	827096
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	11 December 2008
Telephone number	

The childminder registered in 2005. She lives in West Clandon, in Guildford, Surrey. The childminder operates Monday to Friday from 8.30am to 5.30pm, for most of the year. The childminder receives funding for the provision of free early education for children aged two, three and four years. The childminder has a relevant early years qualification at level 3.

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