

Childminder Report

Inspection date

30 November 2015

Previous inspection date

28 February 2012

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children develop strong bonds with the childminder. They explore the environment freely and are happy and confident.
- The childminder observes and assesses children's achievements effectively, in order to plan activities and play experiences that help them to make good progress.
- The childminder supports children's communication and language development well. For instance, she talks to younger children about what they are doing and encourages older children to talk about what they see as they read books together.
- The childminder establishes good partnerships with parents and other professionals. A three-way flow of information sharing enables all involved in children's care to meet individual needs. This also helps parents to extend children's learning at home.
- The children learn how to keep themselves safe. For example, they regularly practise the fire evacuation plan and listen carefully to the childminder when she reminds them not to stand on the toys in case they fall.

It is not yet outstanding because:

- The childminder does not always encourage children to link sounds with letters during activities, to support their early literacy skills.
- The childminder does not always provide opportunities for younger children to freely explore resources that give them first-hand experience of the natural world.

What the setting needs to do to improve further

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

- provide more opportunities to extend children's early literacy during activities, by encouraging them to link sounds with letters
- provide more opportunities for younger children to explore resources which give them rich, first-hand experience of the natural world, to engage their interest still further.

Inspection activities

- The inspector observed the children playing inside.
- The inspector looked at children's development records, a selection of policies and procedures, and the medication records.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- The inspector took account of the written views of parents and considered these.
- The inspector viewed the areas children play in.

Inspector

Hazel Stuart-Buddery

Inspection findings

Effectiveness of the leadership and management is good

The childminder knows the children and their families well. She knows how children prefer to learn and provides a wide range of resources that enable younger children with short attentions spans to move quickly from one activity to another. Safeguarding is effective. The childminder has attended child protection training and is confident in the referral process should she have any concerns. The childminder develops professionally to improve the outcomes for children. She attends training to update her knowledge and has addressed previous recommendations, which has had a positive impact on the children. The childminder evaluates her practice and involves parents in this process. Parents are happy with the service the childminder provides and feel that she provides a 'home from home' environment, where children are safe and happy.

Quality of teaching, learning and assessment is good

The childminder provides a welcoming and accessible child-friendly environment. She plans a good range of activities that reflect children's interests and abilities. She regularly checks children's progress and identifies their next steps in learning, which she shares and agrees with parents. The childminder interacts well with the children and supports their learning further with questions that encourage them to think for themselves. For example, older children correctly name colours and shapes as they draw and create pictures. Children develop physical skills and an early understanding of technology. For example, they push buttons on the toy computer and listen carefully to the different noises and sounds it makes. Older children use their imagination well; for example, they pretend to write letters to family members.

Personal development, behaviour and welfare are good

Children are happy and confident, and children new to the setting are settled. They comfortably explore the environment as they begin to determine their own play. Children are well behaved. They listen carefully and follow instructions well, which helps to prepare them well for school. Children learn about the wider world and the differences between each other. For example, the childminder has dual-language books that she encourages all children to look at. Children enjoy healthy snacks. Older children independently wash their hands and know they are washing germs away.

Outcomes for children are good

Children make good progress in their learning and development in relation to their starting points. Older children count, and name colours and shapes as they play. Younger children are developing their independence as they chose what to play with.

Setting details

Unique reference number	EY435113
Local authority	Surrey
Inspection number	838949
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	5
Number of children on roll	8
Name of provider	
Date of previous inspection	28 February 2012
Telephone number	

The childminder registered in 2011. She lives in Farnham, Surrey. The childminder works Monday to Friday, all day, for most of the year.

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