

Childminder Report



Inspection date 22 December 2015
Previous inspection date 24 January 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 | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The childminder completes insightful observations of children. She uses what she learns to make accurate assessments and to plan for children's progress.
- Children make good progress in their learning and development. They enjoy the activities the childminder plans and provides.
- The childminder works in strong partnerships with parents. She has particularly good arrangements for sharing information with parents about their children's progress.
- The childminder makes excellent use of the outdoors to support and promote children's good health. For example, children enjoy woodland walks, making dens in the garden and fruit picking at local farms.
- The childminder makes good use of self-evaluation to identify and target priorities for improvement. For example, she has obtained resources to extend children's knowledge and understanding of the similarities and differences between their own and other people's disabilities, and cultural and religious beliefs.

It is not yet outstanding because:

- The childminder's does not plan sensory experiences for the younger children to encourage their exploration and investigative skills.
- The childminder does not always help children to talk about and make connections between past and new experiences.

What the setting needs to do to improve further

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

- extend the range of sensory experiences and exploratory activities for young children
- encourage children to talk about and make connections between their past and new experiences.

Inspection activities

- The inspector observed children at play and involved the childminder in this process.
- The inspector looked at children's progress records and sampled documentation relating to safeguarding, children's health and well-being.
- The childminder sought and took account of the views of parents.

Inspector

Amanda Tyson

Inspection findings

Effectiveness of the leadership and management is good

The childminder monitors the effectiveness of her provision and children's progress well. She attends training and conferences, uses early years internet forums, and seeks advice from the local early years advisors. The childminder makes good use of these sources to improve her provision and benefit children. For example, she has gained a qualification at level 3 and has improved her assessments of children's progress. She continues to drive improvements by undertaking a Quality Improvement Award. Safeguarding is effective. The childminder has an up-to-date understanding of the procedures to follow if she is concerned about any aspect of a child's welfare. Her risk assessments are thorough and she uses them well to help keep children safe.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of child development. She provides varied opportunities to introduce young children to early writing. For example, they make marks with chalks on the fence, paint on paper, and draw with sticks in soil and sand. Children develop a strong interest in books and choose from the great selection. The childminder seizes every opportunity to encourage children's developing language, for example by repeating and emphasising letter sounds and words. The childminder makes good use of the local and wider community to help young children make sense of their immediate world. For example, they feed the ducks, go to the post office to buy stamps, and visit the farm where they handle and look at animals.

Personal development, behaviour and welfare are good

The childminder provides children with a welcoming, safe and well-resourced environment. Children form strong emotional attachments with the childminder; they are well cared for and very happy. The childminder maintains a strong relationship with children's parents, which helps to meet each child's needs. Children sleep at times consistent with their home routines and enjoy healthy snacks and meals. Children attend a variety of community-based activities, such as rhyme-time and stay-and-play sessions. These large-group activities help to prepare young children for starting nursery school when the time comes. Children learn about what makes them similar and different to other people in society. For example, they learn that some people need mobility aids to help them walk. The childminder teaches children good table manners and they follow the principles of the childminder's sharing and caring motto. Children get along together and behave well.

Outcomes for children are good

Young children make good progress in their development and learn a good range of skills that prepare them for starting nursery school. They are confident, sociable and interested in learning. Children are independent and have good communication and language skills.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY409094 |
| Local authority | Surrey |
| Inspection number | 831732 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 2 |
| Total number of places | 4 |
| Number of children on roll | 2 |
| Name of provider | |
| Date of previous inspection | 24 January 2011 |
| Telephone number | |

The childminder registered in 2010. She lives in Epsom, Surrey. She works Monday to Friday throughout the year. The childminder holds a Diploma for the Children and Young People's Workforce at level 3.

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