

Childminder Report

Inspection date

13 January 2016

Previous inspection date

25 August 2009

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 uses a variety of good teaching methods to differentiate activities to enable all children to make good progress.
- The childminder is aware of her role and responsibility. She understands the importance of professional development to improve her knowledge and skills. For example, she has recently updated her safeguarding knowledge.
- The childminder has secure attachments with the children. They seek her out for reassurance and she praises them constantly; helping to build on their growing self-esteem.
- The childminder has good partnerships with parents and encourages them to share their children's learning from home to promote continuity of learning.
- Children are developing good communication and language skills. They are confident and happy during their play and interactions with the childminder.

It is not yet outstanding because:

- The childminder is not always successful in encouraging parents to share their views on how she can further improve her setting.
- The childminder does not always build on opportunities to strengthen partnerships with other professionals and settings children also attend to support a more consistent approach to children's learning.

What the setting needs to do to improve further

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

- build on the already good partnerships with parents by further developing ways to encourage them to consistently contribute their views to help improve practice in the setting
- strengthen partnerships with other professionals and settings that children attend to support a consistent approach to building on their learning and development.

Inspection activities

- The inspector observed interactions between the childminder and children.
- The inspector conducted a joint observation with the childminder.
- The inspector sampled documentation, including planning, children's development records, and policies and procedures.
- The inspector took the written and spoken views of parents into account.
- The childminder gave the inspector a tour of the premises.

Inspector

Susan Allen

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a thorough knowledge of how to protect children and keep them safe from harm. She is aware of the signs and symptoms that may cause concern for children's welfare. She has policies in place to follow and is aware of relevant authorities to contact if she has a concern. She conducts regular risk assessments and puts plans in place to minimise any potential hazards to help keep children safe. The childminder keeps up to date with safeguarding practices and shares this information with parents. She is committed to providing good-quality provision for children and their parents. The childminder constantly reflects on her own practice and this helps her to identify some areas where she can improve outcomes for children. She uses these to make positive changes to help children make good progress.

Quality of teaching, learning and assessment is good

The childminder knows the children very well. She uses this knowledge to plan for each child's individual interests. Children become motivated learners. They are able to initiate their own games and choose their own toys from a wide range of interesting resources. She routinely shares with parents the new songs and rhymes children learn. The childminder builds on children's language skills well. For example, she repeats words and tells stories, and makes them come alive with props and gestures. The childminder constantly tracks children to ensure they are making good progress. She identifies any gaps in learning and puts plans in place, setting realistic goals, to ensure children's ongoing development. The childminder provides a broad range of well-planned activities to support children's learning and development.

Personal development, behaviour and welfare are good

The childminder acts as a positive role model for good behaviour. She listens quietly and carefully to ensure each child is heard. The childminder constantly praises the children; building their confidence and making them feel valued. The childminder provides effective support to help children learn to take turns and share. For example, they are proactive in keeping the environment tidy and independently put toys away. Children have opportunities to develop physical and social skills, and awareness of the local community. For example, they visit many different groups and outings, such as visits to the local zoo and church. The childminder helps children to develop positive attitudes to others as she teaches children about diversity. Children are able to explore cultural diversity through a variety of resources, such as books, dressing up and cooking.

Outcomes for children are good

Children are making good progress from their starting points. They learn skills that will help prepare them for the next stage of their learning.

Setting details

Unique reference number	132185
Local authority	Kingston upon Thames
Inspection number	825534
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	6
Number of children on roll	3
Name of provider	
Date of previous inspection	25 August 2009
Telephone number	

The childminder registered in 1991. She lives in Tolworth, Surrey. She operates her service Monday to Thursday, from 7.30am to 6pm, for most of the year.

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