

Childminder Report

Inspection date

12 January 2016

Previous inspection date

7 December 2010

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 attachments with the childminder. She responds to their needs well, which promotes their emotional well-being and confidence, and means they behave well.
- The childminder is highly experienced and the quality of teaching is good. All children make good progress, considering their starting points.
- Children benefit from activities that promote their good speech and language skills. This helps children develop good communication skills, so that they are confident when speaking to adults and to each other.
- The childminder works in partnerships with parents extremely well. Parents speak highly of her and value the quality of care that their children receive.
- The childminder completes regular, pertinent training to improve upon her knowledge and skills. This has a positive impact on outcomes for children.

It is not yet outstanding because:

- The childminder does not always organise her resources accessibly in a way that allows children to make independent choices in order to develop their interests.
- The childminder has not explored the range of information shared with other settings that children attend, to be fully informed of their learning and development.

What the setting needs to do to improve further

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

- review how the arrangement of toys and resources is accessible to children and inspires their play to promote their independent choices further
- strengthen relationships with other settings that children attend, to routinely share information about children's learning and development.

Inspection activities

- The inspector looked at the areas of the premises that are used for childminding and observed children engaged in a variety of learning experiences.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- 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

The childminder has a good understanding about how to promote children's learning and welfare requirements. The childminder provides a safe and secure environment in which children can play and learn. She uses her risk assessments and regular checks of her environment to promote children's well-being. Safeguarding is effective. The childminder attends regular training, and knows what action she would take if she had concerns about the welfare of a child. The childminder regularly reflects on her practice. She keeps up to date with any changes in early years to guide improvement and attends regular training to update her skills and knowledge. The childminder makes changes to her practice that have a positive impact on the quality of her provision. For instance, she has reviewed how she can extend children's language to build upon their communication skills even further.

Quality of teaching, learning and assessment is good

The childminder provides children with a range of activities that challenge and motivate their play. For example, children enjoy building using bricks and develop their good coordination to build upon their physical skills. Children respond positively to the childminder's praise. She uses opportunities to extend children's good thinking skills, so that children develop their own thoughts and ideas. The childminder provides a range of resources that promote children's literacy skills. For instance, children sit happily with the childminder and enjoy sharing storybooks, asking many questions, and clearly learn from the enjoyable experience. The childminder uses her observations and assessments to monitor children's progress closely. She shares this information with parents to ensure that they are fully informed of their children's progress. Where she identifies gaps in their learning, she takes swift action to provide children with the support they need.

Personal development, behaviour and welfare are good

The childminder works closely with parents to ensure that home routines are followed. Children's individual needs are met well, which helps children to settle happily and to feel safe and secure. Children develop good relationships with the childminder and each other. The childminder uses daily play routines to promote children's positive behaviour. This helps to build upon children's cooperative play, so that they learn about valuing and respecting the needs of others. Children benefit from daily opportunities to go outside and explore. For example, they enjoy going to the library and the park, and attend toddler groups, to build their knowledge about the wider community.

Outcomes for children are good

All children make good progress, considering their starting points. They engage happily in activities and develop skills to support them in their next stage in learning.

Setting details

Unique reference number	507402
Local authority	Surrey
Inspection number	842229
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	7 December 2010
Telephone number	

The childminder was registered in 1992 and lives in Hinchley Wood, Surrey. The childminder operates her service Monday to Friday, from 7.30am to 6pm, during term time only. The childminder does not receive any funding for the provision of free education for children aged two, three and four years. The childminder has completed registration training.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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