

Childminder Report

Inspection date

14 January 2016

Previous inspection date

3 March 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder regularly reflects on her practice and children's progress. She uses what she learns from her processes very well to identify and target priorities for improvement, for instance in provision for imaginative and outdoor play.
- The childminder makes good use of observation and assessment to identify individual progress plans for children. She monitors these closely and is quick to note any potential gaps which, overall, she targets very well.
- Children enjoy a wide range of exciting and challenging activities. They make good progress overall. Progress in personal, social and emotional development is excellent.
- The childminder establishes strong and effective partnerships with parents and the pre-schools children attend. They share all information about children's individual needs and work very effectively together to support children's progress.
- Children quickly build exceptionally strong relationships with the childminder and friendships with each other. They are immensely happy and settled, and demonstrate exemplary behaviour. They learn to respect people's differences and enjoy celebrating each other's family traditions of Eid and Christmas.

It is not yet outstanding because:

- The childminder does not use children's interests fully to develop their skills in writing, numeracy, shape and space.

What the setting needs to do to improve further

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

- use children's interests even more effectively to develop their skills in key areas such as mathematics and writing.

Inspection activities

- The inspector observed children engaged in activities indoors and outdoors, and observed the childminder's interactions with the children.
- The inspector discussed the childminder's practice with her, including the impact of her teaching methods, and use of observation and assessment to support children's progress.
- The inspector sought and took account of the parents' views.
- The inspector sampled a range of documentation relating to safeguarding, children's progress and well-being, and the childminder's suitability and self-evaluation process.

Inspector

Amanda Tyson

Inspection findings

Effectiveness of the leadership and management is good

The childminder has gained a childcare qualification at level 3 since the last inspection, attended training workshops and established an effective reciprocal mentoring arrangement with childminding colleagues. This has significantly strengthened her knowledge and understanding of child development and, as a result, improved her provision. For example, she successfully secured early intervention support for a child with speech and language delay. She is currently focused on improving play and learning opportunities in her garden. Safeguarding is effective. The childminder has an up-to-date understanding of the procedures to follow if she is concerned about a child's welfare. She uses rigorous risk assessments to help keep children safe.

Quality of teaching, learning and assessment is good

Children have tremendous fun and learn a great deal from the first-hand experiences the childminder plans for them. For example, children gain a good understanding of the world. They observed an amazing display of pumpkins presented as a mountain sculpture. They had the opportunity to explore the inside of a caravan and learn what it is like to live in one. Children are becoming knowledgeable about different bird species and observe them flying into hanging cages for food, and out of nesting boxes with their fledglings. The childminder teaches children patiently how to use scissors, glue spreaders and pencils. She fosters their interest in books successfully, for example through regular trips to the library and provision of a cosy book area.

Personal development, behaviour and welfare are outstanding

Children are cared for in an exceptionally well-maintained and interesting environment. Play and learning resources are of high quality. The childminder is exceptionally kind and entertaining. For example, over the Christmas period, children were keen to demonstrate their best behaviour to the toy elf that reported back to Santa each evening. They had enormous fun discovering his mischievous night-time antics that included erecting a zip-wire across the lounge and spilling flour everywhere. Children engage in a wide range of outdoor activities and physical exercise, including woodland adventures, ball games and mastering the skill of scooting. This helps to encourage children to adopt healthy lifestyle habits. Children learn to keep safe; they know not to touch holly leaves because they are prickly, or to climb on the log pile. They help to tidy away resources with enthusiasm.

Outcomes for children are good

Children make good progress and are well prepared for school. Their personal, social and emotional development is particularly strong. They are imaginative and creative. Children quickly learn to dress themselves and manage their own personal care.

Setting details

Unique reference number	EY394080
Local authority	Surrey
Inspection number	830559
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	3 March 2010
Telephone number	

The childminder registered in 2009 and lives in New Haw, Surrey. The childminder has a childcare qualification at level 3. She works Monday to Friday throughout the year. The childminder receives early education funding for children aged three years.

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