

Childminder Report

Inspection date	20 January 2016
Previous inspection date	8 February 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 is committed to improving her practice. For example, she regularly attends courses and updates her professional knowledge. In addition, she asks parents and children for feedback on her setting to help her identify areas for improvement.
- Children make good progress and are well prepared for their future learning.
- The childminder makes accurate assessments of children and plans appropriate next steps for their learning, taking into account their interests and developmental stage. She effectively monitors children's development and identifies any gaps in learning.
- The childminder provides children with healthy and nutritious meals and snacks. Children make healthy choices, for example, older children help to plan the menu.
- The childminder establishes good partnerships with parents. They share regular information about children's progress, next steps in learning and care routines. This means the childminder is able to offer continuity in children's development and parents are involved in their child's learning.

It is not yet outstanding because:

- The childminder does not always recognise when to give children more time to think and solve problems for themselves.
- The childminder does not make the most of all opportunities to develop children's early mathematical language.

What the setting needs to do to improve further

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

- develop further the good quality of teaching by providing children with the time and space to solve problems for themselves
- extend further the opportunities for children to develop mathematical language during play.

Inspection activities

- The inspector observed indoor activities in the childminder's home.
- The inspector talked with childminder and children at appropriate times during the inspection.
- The inspector looked at a sample of documentation, including policies, Disclosure and Barring Service documents and children's developmental records.
- The inspector took account of parents' written comments.
- The inspector viewed the areas of the childminder's home used by children.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management is good

The childminder has established good partnerships with other settings children attend. For example, she regularly shares information to ensure she supports children's development effectively and provides continuity of care. Safeguarding is effective. The childminder has a good understanding of how to protect children and has clear procedures in place if she has any concerns. Parents state that they are very happy with the service the childminder provides. The childminder makes ongoing improvements to her practice. For example, she has identified the need to extend her resources outdoors to enhance children's learning further.

Quality of teaching, learning and assessment is good

The childminder is a good teacher and skilfully engages young children in their learning. She plans a range of interesting activities that promote children's learning across the curriculum. The childminder is skilled at extending children's early language development. She listens to the sounds children make and responds to them using simple words. Children are confident communicators and express their needs clearly. The childminder skilfully supports children's early literacy skills. For example, she uses animal figures to enhance children's experience of a farmyard book. She effectively challenges children to achieve their development goals. For example, children have lots of fun as they practise their walking.

Personal development, behaviour and welfare are good

The childminder effectively supports children's social skills and understanding of the world they live in. For example, she takes children out into the community and regularly attends local playgroups. The childminder gives children lots of praise to encourage and help build their confidence and self-esteem. The childminder is caring and affectionate. She is attentive to children's care needs and children demonstrate they are happy and secure in her care. The childminder carries out thorough risk assessments and adapts the learning environment to support children's development stages. For example, she provides cushions to enable children to climb and explore their environment safely. The childminder is a good role model and teaches children good manners. She manages children's behaviour well and teaches them to share and take turns.

Outcomes for children are good

Children make their own choices and are motivated in their learning. They make good progress from their starting points and gain the skills they need for their next steps in learning, including school.

Setting details

Unique reference number	EY414957
Local authority	Surrey
Inspection number	832209
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	8 February 2011
Telephone number	

The childminder registered in 2010. She operates from her home in Thames Ditton, Surrey. She operates from Monday to Thursday from 8am to 6pm during school term times. The childminder holds a relevant early years qualification at level 3. She is accredited to receive government funding to provide free nursery education for children aged three and four years.

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