

Childminder Report

Inspection date

8 February 2016

Previous inspection date

20 May 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 and her assistant know what to do if they have concerns about a child's welfare and keep up to date with guidance from various local and professional bodies. They are alert to potential risks to children in their home and on outings.
- The childminder monitors what children know and can do, and carefully plans how she can help children learn new skills each week. She challenges children's thinking, creativity and imaginative play. Children make very good progress while in her care.
- Children form exceptionally warm and secure relationships with the childminder and her assistant. They settle in quickly, try new foods, sleep in comfort, display a strong sense of belonging and are emotionally secure and self-confident.
- The childminder skilfully nurtures children when moving on to nursery or school. Excellent partnerships with parents and professionals ensure that she gathers and shares detailed information to support children's care and learning.

It is not yet outstanding because:

- The childminder does not always exploit opportunities to fine tune and improve the quality of children's speech by helping them hear and segment the sounds in simple words.
- Professional development is not focused sufficiently on raising the quality of teaching to even higher levels.

What the setting needs to do to improve further

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

- strengthen opportunities for older children to develop their phonic knowledge to help them decode words and promote clearer speech patterns
- establish systems for continued professional development that increase the potential to achieve excellent standards of teaching and even better learning outcomes for children.

Inspection activities

- The inspector observed care routines and teaching, and the impact of these on children's safety, welfare and learning.
- The inspector reviewed policies and discussed the procedures relating to children's safety and welfare with the childminder.
- The inspector looked at children's records, the childminder's planning and evaluation of activities, and information exchanged with parents.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector spoke with the childminder about how she manages, trains and supervises her assistant.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is good

Children happily play and learn in the care of this experienced childminder and her assistant. Safeguarding is effective. The childminder regularly updates key policies and procedures to ensure that she and her assistant implement best practice and protect children from harm. The childminder reflects well on her practice and is able to identify her strengths and areas that require further development. For example, the childminder's persistent efforts to improve her services over many years have ensured that her teaching and care have a positive impact on children's progress and welfare. She also recognises that she does not always target her professional development on teaching strategies to achieve even better outcomes for children.

Quality of teaching, learning and assessment is good

The childminder is a skilled and dedicated professional. She uses accurate assessments to monitor children's progress and to help them reach the next steps in their learning. Children of all ages make very good progress. For example, toddlers soon gain the skill and confidence to walk, communication skills become increasingly effective and children learn to share and show kindness to one another. The childminder shares her observations and planning with her assistant and continues to guide his professional development. They are both quick to recognise, delight in, and encourage children's new skills and understanding. Children explore new toys and activities with enthusiasm and imagination. For example, they thread shapes, construct with different sizes of objects and improvise with materials when pretending to be a pirate. They persist at what they are doing, and have tremendous fun learning how to throw, catch, take turns and follow safety rules.

Personal development, behaviour and welfare are outstanding

The childminder is extremely kind and caring. There is excellent sharing of information with parents about children's care routines and needs. Parents marvel at children's growing independence and attribute many of their new skills to the nurturing and teaching of the attentive childminder and her assistant. They consistently promote positive behaviour. They have clear and consistent boundaries and a calm, sensitive approach, appropriate to children's ages and stages of development. Children develop exemplary social skills, for instance, as they recognise when younger children need help and quickly go to their assistance. The childminder and her assistant are excellent role models; showing children on a daily basis how to plan, negotiate and work as a team.

Outcomes for children are good

Children make good progress from their individual starting points. They acquire the skills and knowledge they need to help them succeed in the next stage of their learning.

Setting details

Unique reference number	120533
Local authority	Surrey
Inspection number	840339
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	12
Number of children on roll	8
Name of provider	
Date of previous inspection	20 May 2010
Telephone number	

The childminder registered in 1997. She lives in Ashford, Middlesex. The childminder works with her husband, who is her assistant. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for the provision of free early education for children aged two, three and four years.

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