

# Childminder Report

**Inspection date**

10 February 2016

Previous inspection date

13 May 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 uses effective assessment systems to track children's progress and to establish next steps for children's learning. Where gaps in development form, the childminder monitors closely and acts appropriately to support the children in their weaker areas. Children progress well.
- The childminder works in partnerships with other early years settings that children attend, to help provide continuity in care and learning.
- Children learn about making healthy choices. For example, they choose what food they are going to grow, tend the plants and then prepare the produce to eat. They also explore and smell herbs as they add them to their creations in the mud kitchen.
- Children enjoy outdoor play and they benefit from fresh air and physical activity.
- The childminder keeps her knowledge of changes in guidance and legislation up to date. For example, she carries out training when changes occur to help her continually improve the outcomes for children.

**It is not yet outstanding because:**

- The childminder does not always find out about the achievements children have made when in their parents care, to strengthen her knowledge of their development further.
- The childminder sometimes provides children with solutions and answers to her questions before they have time to consider their own ideas. This does not fully support their thinking and problem solving skills.

## What the setting needs to do to improve further

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

- allow children more time to consider their thoughts in response to the questions and problems they meet
- strengthen systems for parents to share and celebrate children's achievements from home in the setting.

### Inspection activities

- The inspector observed activities indoors and in the outdoor environment.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records.
- The inspector checked evidence of the childminder's qualifications and her suitability checks.
- The inspector carried out a joint observation of children's learning with the childminder.

### Inspector

Kerry Lynn

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a strong knowledge of safeguarding procedures, which she reflects in detailed and clear policies. The childminder teaches children about how to stay safe and what risks they may encounter. For example, children learn about road safety and follow strict routines when out for a walk. The childminder actively evaluates her practice to raise standards and she works in partnerships with parents to take consideration of parents' and their children's views. For example, she has included children in menu planning at their request. The childminder actively develops her professional knowledge and makes changes to improve her practice, to help children make the best possible progress.

### Quality of teaching, learning and assessment is good

Children learn as they play and have fun. The childminder allows them to lead their learning. For example, when they ask to make dinosaurs out of sticks, she provides resources for this. Children have great opportunities to explore and develop their creativity as they play imaginatively. For example, they busily make dinner using mud with pots and pans. The childminder uses their play to develop their learning; for example, she introduces vocabulary as they explore. The childminder follows effective methods to promote an acceptance of diversity. Children share aspects of their own backgrounds, such as cultural festivals or favourite foods. They understand that everyone is different.

### Personal development, behaviour and welfare are good

Children feel safe and secure with the childminder. She plays and interacts effectively with the children and the day is full of smiles and laughter. Children jump up and down in excitement as they enjoy activities. Children develop independence and learn skills necessary for when they move on to larger settings, such as school. For example, they get their coats and boots ready for garden time and help to prepare activities. Children develop good social skills and learn to play together. For example, the childminder promotes sharing and turn taking. The childminder creates an effective learning environment. For example, following a course, she has paid particular attention to the outside area in which children engage and learn through well-considered learning experiences. During the inspection they played attentively, filing up pots and pans with mud.

### Outcomes for children are good

Children acquire skills essential for their future learning. For example, they develop early writing skills as they engage in fun painting activities. Children learn mathematical skills during their play. For example, they count with the childminder as they play the piano. Children also begin to consider the sounds of letters, including those in their names.

## Setting details

<b>Unique reference number</b>	EY274305
<b>Local authority</b>	Surrey
<b>Inspection number</b>	837360
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13 May 2011
<b>Telephone number</b>	

The childminder registered in 2004. She lives in Oxted, Surrey. The childminder accepts funding for early years education for children aged three and four years. She operates her service all day, five days a week. She also cares for older children during out-of-school hours. The childminder has a recognised early years qualification at level 3.

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