Childminder Report

Inspection date	22 February 2016
Previous inspection date	10 October 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 provides a welcoming, well-organised environment for children. They freely choose from a good selection of resources in the well-equipped playroom.
- Children take part in a wide range of enjoyable activities and experiences based on their interests and needs. They make good progress in their learning.
- The childminder promotes children's emotional and physical well-being effectively. For example, she plans each day around their individual routines to make sure she meets their needs well.
- The childminder keeps parents well-informed on a day-to-day basis. For example, she uses a daily contact book to provide feedback about their children's care and learning and she provides them with regular written summaries of their children's progress.
- The childminder reflects on her practice and is motivated to continually improve the provision. For example, she has improved the learning opportunities for children in her garden. Children benefit from, and enjoy, a range of interesting new outdoor challenges.

It is not yet outstanding because:

- The childminder does not provide frequent opportunities for all children to share their home experiences, languages and culture in the setting.
- The childminder has not fully developed strategies to help support parents as much as possible to extend their children's learning at home.

What the setting needs to do to improve further

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

- extend opportunities further for children to share their home languages, backgrounds and experiences
- build on the strategies used to work closely with parents further, to engage them more fully in their children's learning.

Inspection activities

- The inspector observed children taking part in activities with the childminder.
- The inspector had discussions with the childminder throughout the inspection about her practice and children's learning and development.
- The inspector sampled paperwork, including children's records, and policies and procedures.
- The inspector checked the areas of the childminder's home used by children.
- The inspector read questionnaires from parents and took account of their views.

Inspector
Rebecca Khabbazi

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has completed a child protection course and keeps her knowledge up to date. She knows what to do if she has concerns about a child's welfare. She keeps all of the paperwork required for childminding and makes sure records are up to date. The childminder makes good use of links with other childminders to keep up with changes and get new ideas. For example, a group of local childminders arranged a talk about recent changes to safeguarding responsibilities. The childminder closely monitors children's progress to identify any gaps in their learning. Parents comment that they are very happy with the childminder's caring, flexible approach and feel their children are safe and well cared for.

Quality of teaching, learning and assessment is good

The childminder gets to know the children well. For example, she gathers detailed information from parents about children's interests and needs before they start. She observes children closely and plans activities to build on what they already know and can do. She supports children's language and communication development effectively. For example, she talks to them as they play, listens to them well and encourages them to try new words. The childminder provides gentle guidance and support while encouraging children to try things for themselves. For example, she showed children how to use the playdough tools and gave them time to experiment for themselves. She makes good use of everyday activities and routines to support children's learning. For example, she counted with children as they played and talked to them about colours and shapes.

Personal development, behaviour and welfare are good

The childminder supervises children vigilantly and helps them learn new skills so they can keep themselves safe. For example, she involves children in regular fire drills so they know what to do in an emergency. The childminder promotes children's good health effectively. For example, they learn simple good-hygiene routines, such as washing their hands before they eat. They play outside every day in the garden or enjoy going for walks or to the park. They have fun in the fresh air and practise their physical skills on the climbing frame or trampoline. Children behave well. The childminder offers them gentle guidance and praise, and responds to them with warmth and affection. She acts as a good role model, encouraging children to treat one another with respect.

Outcomes for children are good

All children make good progress based on their starting points. They are well-prepared for the next stage of their learning and for school. They grow in independence, learning important social skills as they play well together, learning to share and take turns.

Setting details

Unique reference number	121612
Local authority	Surrey
Inspection number	846202
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	10 October 2011
Telephone number	

The childminder registered in 1987. She lives in Salfords in Redhill, Surrey. The childminder cares for children each weekday throughout the year. She receives funding for the provision of free early education for children aged three and four years. She holds a relevant childcare qualification at level 3.

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