

Childminder Report

Inspection date	22 February 2016
Previous inspection date	29 February 2012

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 supports children's developing speech and language well. For example, she consistently models language, repeats words and phrases, and introduces new vocabulary to children while they play.
- Children benefit from close, warm and trusting relationship with the childminder. They are happy and settled, and enjoy their time together.
- The childminder has high expectations for children's behaviour. She provides a positive role model, and is calm and gentle.
- The childminder understands how children learn. She uses her knowledge well to plan activities that build on their existing skills and which meet their individual needs to help them make good progress.
- The childminder carefully observes and monitors children's progress. She responds promptly to any potential gaps in their learning to close these quickly.

It is not yet outstanding because:

- The childminder has not fully considered ways to further prepare children for moving on to school, including finding out from schools their expectations for children on entry.
- The childminder does not always work effectively in partnerships with other providers to share information about children's learning, to promote a consistent and shared approach to supporting their progress.

What the setting needs to do to improve further

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

- develop stronger links with schools to find out their expectations on entry, in order to help children prepare more fully for the move to school
- strengthen links with other early years settings that children attend to share more information about their learning needs, to promote a fully consistent approach to supporting their needs.

Inspection activities

- The inspector observed children and talked to them as they played.
- The inspector spoke to the childminder throughout the inspection about what she was doing and about her plans to extend children's learning.
- The inspector looked at documents, including evidence of the childminder's suitability and qualifications, and children's records.
- The inspector read information provided by parents in questionnaires and took account of their feedback.

Inspector

Rebecca Swindells

Inspection findings

Effectiveness of the leadership and management is good

The childminder reflects on her work constantly and welcomes parents' views about her provision. She completes training to build on her skills and knowledge, and uses this to review her practice and identify any further improvements to benefit children. Safeguarding is effective. The childminder carries out careful risk assessments for all aspects of her provision, including trips out to keep children safe. She understands the possible signs and symptoms that might raise her concerns about children's well-being. The childminder has a confident knowledge of the procedures to follow in order to manage any concerns about children's welfare.

Quality of teaching, learning and assessment is good

The childminder understands that children learn in different ways and organises resources to promote children's independent choices in their play. She skilfully encourages children's physical development. For example, a well-planned activity helps children use their fingers to poke, press and crumble textured dough. The childminder encourages children to develop their large physical skills. For example, children climb and slide in the garden and learn to challenge their own ability safely. The childminder supports children to develop good mathematical understanding. For example, she talks to children consistently about numbers and shapes during their play. The childminder works well in partnership with parents and there is a shared understanding of how to support children's learning and progress.

Personal development, behaviour and welfare are good

The childminder nurtures children's self-esteem effectively. She helps them to celebrate the differences between themselves and others. For example, she shows children photographs of their friends and chats to them about which games they like to play together. Children learn to respect one another and show tolerance and consideration for their friends. The childminder very effectively teaches children about how to keep themselves healthy. Children know that washing their hands helps to stop them becoming ill. They remind each other to use their own towels to dry their hands 'so that we don't spread our germs'. The childminder works effectively with parents to continually understand and meet children's individual needs from when they first start.

Outcomes for children are good

Children make good progress and develop skills for the next stage of their learning. They develop skills to support their early writing using a range of interesting resources, such as dough and magnetic drawing boards. Children develop good social skills and are confident and independent. For example, they confidently explore the different play spaces and make their own choices about what they want to do.

Setting details

Unique reference number	EY355703
Local authority	Surrey
Inspection number	835319
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	3
Number of children on roll	4
Name of provider	
Date of previous inspection	29 February 2012
Telephone number	

The childminder has been registered since 2007. She works in Brockham, Surrey. She cares for children throughout the year, from Monday to Friday between 7am and 6pm. The childminder has an appropriate level 3 early years qualification.

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