

Childminder Report

Inspection date

29 February 2016

Previous inspection date

16 November 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 knows children very well. She knows what they are interested in and provides opportunities which challenge and engage them in learning.
- The childminder encourages children to be independent and make choices about their learning. Children develop good skills for the future and make good progress.
- The childminder has strong relationships with parents. She talks to them regularly, encourages them to provide feedback to help her improve and includes them in their children's learning. Parents are extremely happy with the childminder.
- The childminder is committed to continuously improving her practice and updating her knowledge. For example, she attends training and regularly networks with other childminders.
- The childminder's use of observation and assessment of children's learning is good. This is an area the childminder has improved upon since her previous inspection. Her observations clearly identify how children are developing and regular assessments highlight the next steps in children's learning.

It is not yet outstanding because:

- The childminder does not always give children enough time to respond to her questions or contribute to conversations.
- The childminder occasionally misses opportunities to develop children's knowledge and understanding during some routine times of the day, such as at snack time.

What the setting needs to do to improve further

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

- consider the amount of time that is given for children to respond to questions and contribute to conversations
- further extend learning opportunities during routine times of the day, such as snack time.

Inspection activities

- The inspector observed activities and interactions between the childminder and children in the indoor and outdoor environments.
- The inspector viewed children's development records and tracked their progress.
- The inspector sampled the childminder's written documentation and discussed aspects of practice.
- The inspector viewed written feedback from parents to gain their views.

Inspector

Hannah Barter

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge and understanding of her role in keeping children safe. The childminder shares written documentation with parents so they are aware of her responsibilities. She keeps her knowledge of current guidelines up to date, and gathers additional information through network meetings. The childminder risk assesses her home effectively and teaches children how to keep themselves safe in an emergency. For example, she regularly practices evacuation drills. The childminder communicates well with parents. She talks to them each day about their children's development and completes written journals for them to view and contribute to. In addition, the childminder suggests how parents can support their children at home. This provides a consistent approach to supporting children's ongoing development.

Quality of teaching, learning and assessment is good

The quality of teaching is good. The childminder constantly monitors children's development and plans a variety of interesting activities that challenge and engage children in learning. For example, children spent long periods of time moulding and shaping 'magic sand' and threading items onto string. This helps support their small physical skills and strengthen their muscles in preparation for writing. The childminder is aware of children's interests and provides good extension. For example, she increased the amount of resources for children to make marks with in the sand. Children communicate confidently and have a go at recognising colours. In the outdoor area, children have opportunities to see numbers and use them within their play. For example, they play games which involve throwing bean bags onto specific numbers.

Personal development, behaviour and welfare are good

The childminder provides a warm and welcoming environment. Children are happy and enjoy their time with the childminder. Children enjoyed sitting close to the childminder while listening to stories and showed affection towards each other. Children include the childminder in their play; for example, they made her a pretend ice cream and asked her if she would like a cup of tea. Children behave well and have a good understanding of what the childminder expects. For example, they helped to tidy away resources before getting out new ones. Children are becoming independent and the childminder encourages children to complete tasks, such as washing their hands and using the potty.

Outcomes for children are good

Children make good progress in all areas of learning. They are confident and explore with enthusiasm. Children are learning the skills needed for future learning. For example, they develop friendships with others and consider the needs and views of other children during play.

Setting details

Unique reference number	121654
Local authority	Surrey
Inspection number	840390
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	16 November 2011
Telephone number	

The childminder registered in 1998 and lives in Dorking, Surrey. The childminder works Monday to Thursday, all year round, from 8am until 6pm.

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