

# Childminder Report

**Inspection date**

8 March 2016

Previous inspection date

4 July 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Met	
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 builds good bonds with children. She is calm and caring, and spends time playing and talking with children in a positive way. Children are happy, safe and secure in her care.
- The childminder uses successful ways to extend language development. For example, she repeats children's speech and teaches new words. Children communicate well and make good progress in their learning.
- Parent partnerships are good. The childminder keeps parents well informed about children's welfare and learning. They work well together to support children's learning at home and in the setting.
- The childminder reviews her provision effectively in order to improve her practice. She identifies strengths and weaknesses and focuses on improving outcomes for children.
- The childminder helps children learn social skills and grow in confidence. They are well prepared for their move on to nursery or school. For example, the childminder takes children out into the community and regularly attends local play groups.

**It is not yet outstanding because:**

- The childminder plans the next steps in learning for each child. However, these are sometimes too general and not precisely focused to enhance their good progress.
- Occasionally, children are not fully engaged in their activities to help extend their play and learning further.

## What the setting needs to do to improve further

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

- focus more closely on those important next steps children need in their learning, to further support their good progress
- take all possible steps to fully engage children in their play and learning.

### Inspection activities

- The inspector observed children and the childminder playing together.
- The inspector examined a sample of documentation, including safeguarding policies and procedures, and children's records.
- The inspector and childminder discussed the play activities and children's learning during the inspection and undertook a joint observation of children's play.
- The inspector observed the quality of teaching and the impact this had on children's learning.

### Inspector

Ben Parsons

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is keen to continue to improve her knowledge and skills. For example, she does research and gains advice from other childminders and her local authority. The childminder is committed to improving the outcomes for children. For instance, she recently rearranged the learning environment to give children more space to develop their play. The childminder monitors children's progress closely. She quickly identifies and acts on any gaps in learning, offering extra support. Safeguarding is effective. The childminder has a thorough understanding of how to deal with child protection concerns. She knows how to identify and minimise risks to children's effectively. This contributes to maintaining children's safety and welfare.

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

The childminder provides a welcoming and stimulating environment that supports children's learning and development effectively. The childminder knows the children well and observes them closely. She assesses their development well overall and uses their interests to encourage their progress. For example, as children enjoy playing with playdough, the childminder asks them to talk about the colours they see and describe what they are making. The childminder promotes mathematical development well. For instance, she encourages children to count as they play and uses songs to support their mathematical skills.

### Personal development, behaviour and welfare are good

Children are warmly welcomed into the childminder's nurturing home where their emotional and physical well-being are well supported. The childminder is a good role model for children, who behave well and treat each other and the home respectfully. For example, they play well together and help the childminder set the table for snack time. The childminder praises and encourages children consistently, and builds their self-esteem and confidence for future learning. Children enjoy nutritious and healthy home-made food. They receive plenty of fresh air and regular opportunities for physical exercise. For instance, they visit local parks and use the childminder's garden.

### Outcomes for children are good

Children make good progress in all areas of their learning. They confidently choose their play and have a desire to work things out for themselves. Children's communication and language is supported effectively. Children enjoy talking to each other and the childminder, and become confident communicators. Children use their imaginations and express themselves well. For example, they enjoy role-play activities alongside their friends, such as caring for and feeding dolls. Children show good control over creative equipment and are learning the skills they need for their future.

## Setting details

<b>Unique reference number</b>	122313
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1027542
<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 - 3
<b>Total number of places</b>	3
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	4 July 2012
<b>Telephone number</b>	

The childminder registered 1992. She lives in Redhill, Surrey. The childminder has a childcare qualification at level 3 and cares for children between 8am and 6pm each weekday, all year round.

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