

Childminder Report

Inspection date

21 March 2016

Previous inspection date

8 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 plans stimulating activities around children's interests and development. Children are enthusiastic and willing learners, and make good progress. They develop important skills that will help them prepare for their next steps in learning and their eventual move to school.
- The childminder reflects well on her day-to-day practice and monitors children's progress effectively to identify where she can make improvements to extend children's activities and learning opportunities.
- The childminder helps children to develop a good understanding of their own community and promotes their physical development well. Children develop good social skills as they interact and play with others. For example, they enjoy walks, visit local groups and find out about the people who live around them.
- Children are happy and settled, and progress well in their learning. They move around the childminder's home with confidence.

It is not yet outstanding because:

- The childminder does not always obtain good levels of information about children's development at home from the outset to help her plan for children's learning.
- The childminder does not always actively encourage all parents to share their views when she evaluates her practice, to further improve outcomes for children.

What the setting needs to do to improve further

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

- improve the level of information from parents about children's development at home, when children first start, to plan even more precisely for their continued progress
- provide more opportunities for all parents to share their ideas and be more involved in evaluating and developing the provision and experiences for children.

Inspection activities

- The inspector observed activities in the childminder's house and spoke to her at appropriate times during the inspection.
- The inspector viewed the areas of the house and garden used for childminding.
- The inspector checked evidence of the suitability of household members and a range of other documentation, including safeguarding procedures and the attendance register.
- The inspector read letters from parents and took into account their views.
- The inspector looked at children's assessment records and discussed these with the childminder.

Inspector

Claire Boparai

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is confident about child protection practices and knows what to do if she has concerns about a child's welfare. Effective risk assessments enable the childminder to identify and minimise potential hazards in her home, garden and on outings. She meets with other childminders and attends local groups to share good practice. This has enabled her to develop effective strategies to promote children's development within expressive arts and design, for example. She made improvements since her last inspection. She has secure links with other settings that children attend, to help her build on what children learn elsewhere. The childminder keeps parents well informed about their children's care and progress.

Quality of teaching, learning and assessment is good

The childminder gives children time and freedom to become in fully engaged in activities. She observes and joins in sensitively to extend their learning well. The childminder provides a good range of opportunities to encourage children's early literacy development. For example, she encourages young children to match sounds to letters as they enthusiastically use stencils to encourage their pencil control and emerging writing skills. The childminder listens attentively to children and responds appropriately, encouraging them to do the same. She repeats words and phrases to correct or consolidate language development. The childminder provides a broad range of resources and activities that interest and engage children. She encourages them to be enthusiastic learners. Children are confident and make decisions in their play. Young children develop their imaginations and creativity. For example, as they explore the playdough they talk about how it looks like hair and then excitedly give the dough a haircut.

Personal development, behaviour and welfare are good

The childminder meets children's needs well and effectively promotes their emotional well-being. She is a good role model, encouraging children to share, take turns and use good manners. Children's behaviour is good. They receive praise during their play. Children feel valued and recognise their own and others' achievements. The childminder teaches children to keep themselves safe through meaningful activities. For example, as they pretend to make hot pasta, children blow on it so they do not hurt themselves in preparation for real situations.

Outcomes for children are good

Children enjoy learning and develop a good range of skills. They enjoy experiences that prepare them well for future learning. Children are confident communicators. They learn about people who help them in the community, such as firefighters and the equipment they use.

Setting details

Unique reference number	120467
Local authority	Surrey
Inspection number	846181
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 6
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	8 November 2011
Telephone number	

The childminder registered in 1996. She lives in Addlestone, Surrey. She operates her service all year round, except for family holidays.

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