

Childminder Report

Inspection date

29 March 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 offers a well-organised and welcoming environment for children. She makes daily checks of the home and garden to ensure children can play safely.
- Children settle well and grow in confidence. The childminder is sensitive to their individual needs and helps them develop their self-care skills.
- Children take part in a wide range of stimulating activities based on their interests and needs. They enjoy choosing from a good variety of resources and play materials available indoors and in the garden. They make good progress in their learning.
- The childminder works effectively with parents, to keep them well-informed about children's care routines and activities, as well as their progress.
- The childminder reflects on her practice and makes changes that have a positive impact on outcomes for children. For example, she reviews her activities and resources regularly to make sure children benefit from new challenges.

It is not yet outstanding because:

- The childminder does not consistently make full use of her assessments of children's learning, to monitor their progress and identify any gaps in learning even more swiftly.
- The childminder does not always make the most of opportunities to extend her professional development, to build on her good teaching practices further.

What the setting needs to do to improve further

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

- monitor the overall progress of children further, to identify whether any gaps in achievement are closing as quickly as possible and to aid in the review of teaching
- build on opportunities to extend knowledge and skills further, to strengthen the good-quality teaching practices already in place.

Inspection activities

- The inspector observed children taking part in activities with the childminder and her co-childminder inside and outside.
- 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.
- The inspector looked around the areas of the childminder's home used by children.
- The inspector read comments and letters from some 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 child protection training and knows what to do if she has concerns about a child's welfare. She keeps all of the records required for childminding and keeps these well organised and up to date. The childminder works closely with her co-childminder. For example, they share tasks and responsibilities to ensure the day runs smoothly and children receive good support. The childminder has positive relationships with parents and regularly seeks their views to help her evaluate the provision. Parents comment that they are very happy with the care the childminder provides. They value the good communication and feel their children are safe and looked after well.

Quality of teaching, learning and assessment is good

The childminder gets to know children's interests and abilities well. She observes them closely and plans activities that successfully build on their skills. She is responsive to children's interests. For example, she makes sure there are lots of opportunities for children to develop their emerging interest in numbers. She encourages children to develop their ideas as they play. For instance, children were able to easily choose more resources to add to their imaginative game, to extend their learning. The childminder supports children's language and communication skills well. For example, she encourages conversations and introduces new words. Older children confidently express their views and talk about their experiences; for example, when they enjoy sharing their news.

Personal development, behaviour and welfare are good

Children behave well. The childminder and her co-childminder act as good role models. They offer gentle guidance and praise, and intervene quickly to help children resolve any disputes. The childminder helps children to gain the skills they need to keep themselves safe in different situations. For example, she talks to children about why they need to wear seatbelts in the car. She teaches children about simple, good hygiene routines and children learn about why they need to wash their hands before they eat. Children play outside every day and the childminder promotes their good health as they enjoy practising their physical skills.

Outcomes for children are good

All children make good progress based on their starting points. They develop strong social skills, and learn to share and take turns. Children become confident communicators and are keen to share their ideas. They count as they play and begin to recognise the letters of their names. They concentrate on tasks well and are motivated to learn. They are well prepared for their future learning and for school.

Setting details

Unique reference number	EY460026
Local authority	Surrey
Inspection number	937662
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2013. She lives in Horley, Surrey. She cares for children each weekday throughout the year. She works with another registered childminder. The childminder receives funding for the provision of free early education for children aged two, three and four years. She holds a relevant childcare qualification at level 3.

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