

Childminder Report

Inspection date

4 February 2016

Previous inspection date

23 July 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 has a good understanding of how children learn and develop. She completes regular observations of children's learning and accurately identifies their next steps in learning. Children make good progress in their development.
- The childminder monitors children's development closely to identify and address any gaps in their development. She provides a wide range of activities and resources to challenge and motivate children to learn, which prepares them well for school.
- Children settle quickly and are happy in the childminder's welcoming home. They have strong bonds with the childminder, which helps to support their emotional well-being.
- The childminder regularly reflects on her provision to identify areas for improvement. She gathers and acknowledges the views of parents and children to help her evaluate her practice.
- The childminder completes risk assessments inside and outside of her home to help minimise hazards, and implements effective policies and procedures that help her to keep children safe.

It is not yet outstanding because:

- The childminder does not always encourage an early understanding of shape and size as children take part in daily routines and play activities.
- The childminder does not obtain sufficient information from parents about their children's existing abilities, to track their progress accurately right from the start.

What the setting needs to do to improve further

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

- extend children's early understanding of shape and size, to develop their mathematical skills
- create more opportunities to gather information about children's current progress and abilities, to accurately track their progress right from the start.

Inspection activities

- The inspector held discussions with the childminder, co-childminder and children throughout the inspection.
- The inspector observed the interaction between the childminder and children during activities.
- The inspector viewed the areas of the premises used for childminding.
- The inspector looked at a range of documentation, including policies and procedures, risk assessments and the children's learning and assessment records.

Inspector

Jane Franks

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the process to follow if she has concerns about a child's welfare. The childminder has met the recommendations from the last inspection. For example, she has established good relationships with professionals at other settings children attend. This helps her to provide consistent care and good learning opportunities for children. The childminder has good links with other childminders and embraces training opportunities to broaden her skills and knowledge. This contributes towards the good progress children make. The childminder regularly shares information on children's progress with parents, which enables them to support their children's progress at home. Parents comment they are very happy with the care and learning their children receive.

Quality of teaching, learning and assessment is good

The childminder provides a welcoming and stimulating environment that supports children's learning and development well. Children use their imaginations and express themselves well. For example, they thoroughly enjoy role-play activities alongside their friends. The childminder promotes children's communication and language skills well. She consistently talks to the children, commenting on what they are doing. Children develop their small muscles and show good control, for example, as they learn to use scissors. They develop their literacy skills well. For instance, they show a keen interest in books and benefit from regular visits to the library. Children learn an understanding of similarities and differences, and the wider world. For example, they take part in a range of activities and can access books that provide positive images of all people in society.

Personal development, behaviour and welfare are good

The childminder consistently promotes children's healthy well-being and effectively supports them to manage their own personal care routines. For instance, children help prepare their healthy meals and snacks, independently use the bathroom and learn how to put on their own coat and shoes. Children behave well. They have good social skills and respect the feelings and ideas of their friends while they play. The childminder consistently praises children to build their confidence and to raise their self-esteem. Outdoor play is available daily as children spend time in the garden and visit local parks. Children have opportunities to develop their social skills as they mix with other children on outings and when visiting groups in the community.

Outcomes for children are good

All children make good progress. They are eager to learn and develop key skills, such as confidence and independence. They are well prepared for their next stage in learning.

Setting details

Unique reference number	EY420102
Local authority	Surrey
Inspection number	986891
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	6
Number of children on roll	6
Name of provider	
Date of previous inspection	23 July 2012
Telephone number	

The childminder registered in 2010. She lives in Addlestone, Surrey. The provision operates Monday to Thursday, from 8am to 6pm, for the majority of the year.

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