

Childminder Report

Inspection date

15 April 2016

Previous inspection date

30 January 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- All children make good progress from their starting points. They are well prepared for the next stage in their learning, including starting school.
- The childminder plans and provides children with effective experiences to support their understanding of the natural world. For example, children watched cows feed their calves, and they nurtured butterflies from caterpillars which they then set free.
- Children's emotional well-being needs are exceptionally well supported. Children form extremely strong attachments to the childminder and each other. Toddlers are particularly affectionate and kind, for example, they happily give each other cuddles and share toys.
- The childminder forms effective partnerships with parents and children's pre-school teaching staff. She shares her thorough assessments of children's progress with them, including any emerging concerns, to help quickly close any gaps in their learning.
- The childminder makes good use of a range of opportunities, including workshops, mentoring and research, to further improve her practice. She supports the professional development needs of her assistants well, and makes full use of their training and experience to develop her provision and outcomes for children.

It is not yet outstanding because:

- Children's interests are not always fully taken account of, to plan activities that help extend their learning experiences further.

What the setting needs to do to improve further

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

- improve the use of children's interests to plan activities tailored to these, to further extend their learning.

Inspection activities

- The inspector observed children engaged in activities and the childminder's interactions with them indoors.
- The inspector discussed the childminder's practice with her, including the impact of her teaching methods, and use of observation and assessment to support children's progress.
- The inspector sampled a range of documentation relating to safeguarding, children's progress and well-being, and evidence of the childminder's suitability and self-evaluation process.
- The inspector sought and took account of the views of parents.

Inspector

Amanda Tyson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistants have an up-to-date knowledge of the procedures to follow should they have concerns about children's welfare. The childminder uses self-evaluation well to identify her strengths and areas for further improvement. The childminder has met the recommendations from her last inspection and makes effective improvements to her provision. For example, she provides activities that help children experiment and use different materials, such as making dens with natural materials and using cardboard boxes to create models.

Quality of teaching, learning and assessment is good

The childminder precisely assesses and tracks children's progress to identify their learning needs. For example, she identifies children's next steps in learning and plans activities to support these. Children take part in activities that motivate their learning well and the childminder provides good quality teaching. For example, children concentrated well when decorating paper numerals with a choice of colouring pens, glue and sequins. The childminder extended children's communication and language skills effectively. For example, she encouraged children to talk about what they were doing and to repeat colour names and numbers, and modelled how to use words in sentences.

Personal development, behaviour and welfare are outstanding

Children are cared for in an exceptionally welcoming environment which has high quality resources. The childminder uses the resources extremely well to help prepare children for changes in their lives, such as new babies. For example, during role play, children treated the dolls exceptionally gently and carefully, such as when pretending to feed them and put them down for a sleep. Children's behaviour is exemplary and they express their feelings and needs highly confidently. They are extremely independent and motivated to do things for themselves from a young age. For example, young children quickly learn how to correctly put on their own shoes. The childminder teaches children the meaning of traditions through exceptionally engaging activities. For example, children took part in an 'Easter walk' at a church to extend their understanding about Easter.

Outcomes for children are good

Children are well prepared for their eventual start at pre-school or school. They make very good progress in their communication and language development and develop highly confident social skills. Toddlers develop good control and coordination and learn to use tools successfully, such as glue spreaders. Children are independent in developing their play and learning, and make their own choices and decisions.

Setting details

Unique reference number	EY432500
Local authority	Surrey
Inspection number	823796
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	5
Number of children on roll	7
Name of provider	
Date of previous inspection	30 January 2012
Telephone number	

The childminder registered in 2011. She lives in Fetcham, Surrey. The childminder holds a childcare qualification at level 3. She employs three assistants who work on different days. One holds a relevant early years qualification at level 3 and a level 3 Forest School Leadership qualification. The childminder works full time throughout the year.

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