

Childminder Report

Inspection date

25 April 2016

Previous inspection date

3 January 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Children make good progress in their learning from their starting points. The childminder uses her knowledge of children's development to plan exciting and challenging activities. Children are keen and active learners. They happily join in with planned activities, as well as developing their own ideas in play.
- The childminder establishes strong relationships with parents. They all share information about children's individual needs and work closely together to support children's progress.
- The childminder builds good relationships with children and gets to know them well. She praises their achievements and helps to give children the confidence they need for future learning.
- Children benefit from a welcoming, inviting environment and show enjoyment and motivation in their play. They develop a sense of independence when choosing from a wide range of challenging toys and activities.

It is not yet outstanding because:

- The childminder does not make the best possible use of professional development opportunities to develop her teaching skills to the highest possible level.
- The childminder sometimes overlooks opportunities to further promote children's thinking skills. For example, at times, she provides children with answers before they have had time to think of their own responses.

What the setting needs to do to improve further

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

- make better use of professional development opportunities and focus more precisely on developing teaching skills to the highest level
- give children more time to think about and respond to questions to further support their critical-thinking skills.

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 evaluates her provision well overall and does some research to update her knowledge. She regularly reviews the effectiveness of her resources. For example, she recently introduced new resources to give children more varied opportunities to develop their creative skills. The childminder has established effective relationships with the other settings that the children attend. For example, she continuously makes sure that she knows what children are doing in nursery and builds on this with further relevant activities herself. Safeguarding is effective. The childminder has good knowledge of how to protect children and follows her detailed policies and procedures.

Quality of teaching, learning and assessment is good

The childminder carries out regular observations of children's learning. She accurately assesses their progress, identifies any gaps and offers support where it is needed. The childminder knows the children well and responds to their interests. For example, children enjoy using a wide range of tools and take their time carefully making sandcastles. The childminder supports children well as they play and uses good opportunities to extend their learning. For instance, she then encourages children to create their own flag to go on the top of their sandcastle, using stickers and pens to decorate. Children enjoy talking to the childminder and happily share their ideas and experiences.

Personal development, behaviour and welfare are good

The childminder supports children's emotional and physical well-being effectively. For example, she is very caring and nurturing and children feel happy and secure in her care. She offers children affection and support when needed and children enjoy including her in their play. Children behave well and are respectful of the childminder and her home. For example, they happily tidy away toys when they are finished with them. The childminder uses everyday routines to teach children about keeping themselves healthy. For instance, children talk about healthy food, and benefit from daily opportunities to practice their physical skills during outside play.

Outcomes for children are good

Children make good progress and enjoy their learning. They are motivated in their play and show good levels of concentration. For example, they take their time drawing pictures and show good early writing skills. Children have a good understanding of letters and sounds. For example, they enjoy finding the letters of their name with a magnetic alphabet. Children develop confidence and independence well. For instance, they happily manage their own self-care. Children learn secure mathematical skills. For instance, they confidently count, recognise numbers and compare sizes as they play. They are learning the skills they need for their future learning and school.

Setting details

Unique reference number	507396
Local authority	Surrey
Inspection number	1027543
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 4
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	3 January 2011
Telephone number	

The childminder registered in 1996. She lives in Merstham, Surrey. The childminder provides care for children between 7am and 6pm each weekday, all year.

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