

# Childminder Report

<b>Inspection date</b>	6 May 2016
Previous inspection date	18 June 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 assesses children's progress effectively. She plans interesting activities that challenge children and extend their learning.
- The childminder interacts skilfully with children to extend their learning. For example, she asks questions that encourage children to think about what they are doing and express their thoughts.
- Children develop strong emotional bonds with the childminder.
- Children develop a strong understanding of how to stay safe. For example, the childminder teaches them how to use the trampoline and climbing frame safely.
- The childminder exchanges helpful information with parents about children's achievements and learning priorities. They work effectively together to meet children's individual needs. Children make good progress in their learning.
- The childminder reflects on her practice and identifies areas for development that benefit children. For example, she is accessing additional resources to build on children's already good understanding of how to be healthy.

### It is not yet outstanding because:

- The childminder does not consistently provide opportunities for children to build on their interest in and understanding of the natural world.
- Children do not consistently have access to a wide range of materials and resources to explore using their senses and develop their awareness of colour in different ways.

## What the setting needs to do to improve further

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

- extend opportunities for children to investigate and learn about the natural world
- increase opportunities for children to learn through using their senses and to develop their awareness of colour when exploring and investigating.

### Inspection activities

- The inspector observed children's activities indoors and in the garden.
- The inspector sampled children's learning records and other relevant documentation.
- The inspector discussed childcare practice with the childminder.
- The inspector took account of the views of parents from written feedback and the childminder's questionnaires.

### Inspector

Alison Weaver

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder maintains a secure and safe environment. She makes sure that her knowledge of safeguarding procedures is kept up to date. The childminder fully understands her role in protecting children and promoting their welfare. She improves her knowledge and children's learning experiences, for example, by attending courses, doing research and gaining ideas from other childminders. The childminder also takes into account the views of parents when looking at ways to improve her planning for their children. She reviews her planning and teaching effectively to ensure every child is making good progress.

### Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn and what they like to do. For example, she encourages children to take the lead and gives them the confidence to try things for themselves. The childminder gives children support when needed, such as helping to fix construction pieces together to make a plane. She intervenes sensitively to challenge children further and build on previous learning. The childminder provides additional resources to help extend children's play. For example, she enhanced children's imaginary skills when she introduced a tea set into water play. Children increase their physical skills, for example as they carefully pour water into cups and stir the tea.

### Personal development, behaviour and welfare are good

Children are secure, settled and happy. They move around safely and independently. The childminder teaches children to respect and value others. Children behave well and respond positively to the childminder's instructions. Children enjoy plenty of exercise. They develop good coordination and control of their bodies. For example, they confidently climb the large outdoor play equipment. The childminder encourages healthy eating. For example, she provides healthy freshly prepared meals and snacks. The childminder implements good hygiene procedures that contribute to children's health and well-being.

### Outcomes for children are good

Children make good progress and develop the skills they need for moving on to school successfully. They are well motivated and eager to join in learning experiences. Children become absorbed in activities and concentrate well. They like to explore and investigate. Children are good communicators and readily join in conversation with adults. They show strong social skills as well as good levels of independence.

## Setting details

<b>Unique reference number</b>	153799
<b>Local authority</b>	Surrey
<b>Inspection number</b>	841929
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18 June 2010
<b>Telephone number</b>	

The childminder registered in 2001. She lives in Reigate, Surrey. The childminder offers care every weekday from 8am to 5pm, all year round.

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