

Childminder Report

Inspection date

9 May 2016

Previous inspection date

17 May 2010

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 good-quality resources and plans stimulating activities that motivate children and keep them engaged. Children make good progress from their starting points.
- The childminder provides daily opportunities for children to be physically active and to learn about the world around them. For example, they go to parks and on local walks.
- The childminder helps children to understand her expectations and encourages them to behave well.
- Partnerships with parents and other early years providers are good. The childminder regularly shares information with parents, to help provide continuity for children and involve parents in their learning.
- The childminder and her assistant place a strong focus on children's safety and support them in learning to keep themselves safe in a variety of ways.

It is not yet outstanding because:

- The childminder sometimes misses opportunities to help children learn about how and why some materials change, to further develop their curiosity and learning.
- The childminder does not consistently teach children about effective hygiene routines, to fully help them develop good personal hygiene practices.

What the setting needs to do to improve further

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

- use all opportunities to help children to further develop their awareness of change and why some things happen, to fully promote their understanding of the world
- strengthen the systems already in place to help children learn about good hygiene practices and their understanding of healthy routines.

Inspection activities

- The inspector had a tour of the areas used for childminding.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector spoke to children, the childminder and her assistant at convenient times.
- The inspector examined a sample of policies, documents and children's records.
- The inspector read feedback from parents to gain their views.

Inspector

Marvet Gayle

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has good systems in place and knows what to do in the event of any concerns about children's safety or welfare. She has improved her evaluation process since her last inspection. The childminder reflects very well on her teaching practices and children's progress. She identifies further improvements to help enhance children's learning. The childminder supports her assistants effectively. She has clear training plans in place, helping them to keep their knowledge and teaching skills relevant and current. They provide high-quality experiences for children, to help them make good progress in learning. The childminder seeks the views of parents and children to help make improvements to children's experiences. Parents speak highly of the childminder, and the care and learning that their children receive.

Quality of teaching, learning and assessment is good

The childminder observes children and assesses their development accurately. She identifies what they need to learn next and plans activities around their interests. For example, she extends children's imaginations as they enjoy playing with toy figures and a play house. The childminder and her assistants introduce early mathematical ideas into children's play. For example, children learn to count, and discuss measurements and weights during a cooking activity. The childminder encourages children's communication and language skills well. She repeats words for younger children, to help them learn new vocabulary. Children enjoy story time and talk about the different parts of the story.

Personal development, behaviour and welfare are good

The childminder supports children's emotional development effectively. For example, she has good settling-in procedures. She plans to meet children's needs and interests effectively from the outset. Children form positive relationships with the childminder and her assistants. They politely ask for help when needed. Children play cooperatively, share and respect each other's play. They learn about the similarities and differences between themselves and others through resources and activities that support their growing awareness of diversity. The childminder provides children with nutritious diets and helps them to develop healthy eating habits.

Outcomes for children are good

Children make good progress from their starting points. They are inquisitive and eager to explore and learn. Children make purposeful choices in their play and develop good levels of independence. They develop care and respect for the environment and help to tidy up. Children gain confidence in their abilities and develop the key skills they need for the next stages in their learning and school.

Setting details

Unique reference number	EY403200
Local authority	Surrey
Inspection number	831228
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	14
Name of provider	
Date of previous inspection	17 May 2010
Telephone number	

The childminder registered in 2009. She lives in Oxted, Surrey. The childminder offers funded places for children aged two, three and four years. She is available for work from 7am until 7pm, Monday to Friday, all year round. The childminder works with two assistants. She holds a childcare qualification at level 3.

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