

Childminder Report

Inspection date

9 May 2016

Previous inspection date

22 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 completes accurate assessments of children's learning based on regular observations. She uses this information to plan activities in line with individual children's next steps and interests. Children make good progress from their individual starting points as a result.
- The childminder provides a range of opportunities to help children understand about different people and communities. This helps children to become aware of the world in which they live. They develop confidence in meeting and socialising with others in readiness for school or their move to other settings.
- Children's well-being, confidence and self-esteem are fostered well. The childminder has a very warm and nurturing approach and is attentive to children's individual needs and routines. This supports children to be happy, confident and settled in her care.
- The childminder reflects on her practice and asks for parents' and children's views on how she could improve her service. This helps her to identify priorities for development and improve outcomes for children.

It is not yet outstanding because:

- Children do not always have enough opportunities to develop their ideas and problem-solving skills when playing with toys and resources.
- Children do not always have enough opportunities to choose activities for themselves.

What the setting needs to do to improve further

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

- give children more time to explore and experiment with toys and resources, in order to develop further their thinking and problem-solving skills
- review the organisation of the day to allow children more time for self-chosen play.

Inspection activities

- The inspector observed the childminder's interactions with the children.
- The inspector discussed the children's development with the childminder.
- The inspector discussed the process of self-evaluation with the childminder and how she obtains the views of all those that use her provision.
- The inspector examined a selection of documentation.

Inspector

Melissa Cox

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of the safeguarding procedures and acts in a timely way to refer any concerns she has. Policies and procedures are implemented effectively. The childminder keeps up to date by, for example, accessing a range of online training. She regularly meets with other childminders to share information and ideas, and extend her knowledge and skills. Systems to monitor the educational programmes are thorough and ensure that all children continue to make good progress from their starting points in every area of learning. Partnerships with parents and with other professionals contribute successfully to a shared approach to children's continuous care, learning and development.

Quality of teaching, learning and assessment is good

The childminder demonstrates a good understanding of how children learn and develop through play. She plans exciting activities that challenge children in their play. The childminder provides opportunities for children to see words in the environment and encourages drawing from an early age. Children are helped to develop good mathematical skills as they play. For example, children learn to count as they scoop spoonfuls of rice into tubs. Children enjoy looking at books and repeat phrases and rhymes as they listen to favourite stories. Children gain a good understanding of the world around them. They explore and investigate the natural habitat while hunting for bugs.

Personal development, behaviour and welfare are good

Children enjoy their time with the childminder and make good progress in their personal, social and emotional development. Children display good levels of self-esteem and are helped to become independent in ways that are appropriate for their level of development. They play happily together and learn to share and take turns. Daily opportunities are provided for children to explore a wide range of activities in the fresh air. For example, they enjoy walks in the wood and visit places of interest, such as local farms and gardens. They check off healthy food choices on their 'five a day' chart, which supports their understanding of healthy lifestyles.

Outcomes for children are good

Children are confident and independent learners. They make good progress in their communication and literacy, and start to recognise letters from their name and link sounds to letters. Children make good progress and are working at, or above, the typical levels of development expected for their age. They develop good skills for their future learning and their move on to nursery and school.

Setting details

Unique reference number	121747
Local authority	Surrey
Inspection number	825282
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	22 November 2011
Telephone number	

The childminder was registered in 2000. She lives in the village of Fetcham, near Leatherhead. She offers care on a daily basis, before and after school, and during school holidays.

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