

Childminder Report

Inspection date	11 May 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 develop very good communication and language skills. The childminder regularly talks to children, asks them questions, and models and repeats words, to reinforce children's language abilities.
- The childminder observes children well and makes accurate assessments of what they know and can do. She engages well with parents, to keep them informed about their children. She also involves them in planning precise next steps in their children's learning.
- The childminder works closely with other professionals, to improve children's learning experiences.
- Children learn simple, good practices that help them to learn about keeping safe. They practise regular fire drills and learn what to do in an emergency.
- The childminder provides children with many opportunities for physical exercise. Children enjoy a variety of experiences during frequent trips to places of interest in their local community and beyond. Outcomes for children are good.

It is not yet outstanding because:

- Occasionally, the childminder does not allow children the time they need to explore and experiment at their own pace, to further promote their learning.
- The childminder does not fully make the most of opportunities to encourage children to manage some things by themselves, to build on their growing independence.

What the setting needs to do to improve further

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

- provide the time children need to explore and investigate during routine activities, to further help them develop their own ideas and learning
- use all opportunities to encourage children to do things for themselves, to fully encourage their independence.

Inspection activities

- The inspector observed activities and discussed these with the childminder.
- The inspector looked at relevant documentation, children's records, and a selection of policies and procedures.
- The inspector spoke to the childminder and children at convenient times during the inspection.
- The inspector took account of parents' written views for the inspection.
- The inspector checked evidence of the childminder's qualification and the suitability of all adults living in the home.

Inspector

Marvet Gayle

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good awareness of the signs and symptoms that may indicate that a child's welfare is at risk. She fully understands the procedures to follow to help keep children safe. The childminder is vigilant. She maintains a safe, suitable environment in which children can play. She ensures that activities and outings are suitable and that hazards are promptly minimised or removed. The childminder clearly evaluates her provision to identify areas for improvement and addresses these quickly. She attends training, to develop her skills and to maintain the good quality of her provision and children's experiences. The childminder monitors and tracks children's development effectively, to ensure children make good progress. The childminder is highly regarded by parents, who are very happy with the care and learning opportunities she provides for their children.

Quality of teaching, learning and assessment is good

The childminder has a good understanding how children learn and develop. She supports children's language skills very well and plans interesting activities that help to foster children's interests, imaginations and creative skills. For example, children paint sunflowers and castles using a variety of materials. They develop a good understanding of the world as they learn about growth and the different parts of a flower. The childminder introduces numbers, colours and shapes as they play. She encourages children to learn about technology. For example, children enjoy playing with a wide selection of different interactive toys as they develop their awareness of how things work.

Personal development, behaviour and welfare are good

Children are happy, settled, and confident in the childminder's care. The childminder interacts warmly with children and is very sensitive towards meeting their needs, to help them feel secure. The childminder responds positively to children's cuddles and talks about feelings. For example, she asks them how they are feeling and effectively supports their emotional well-being. The childminder is a good role model who encourages children to listen, take turns, share and respect others, to encourage positive behaviour and to value other people.

Outcomes for children are good

Children are learning a wide range of vocabulary and concentrate very well on activities. They listen well and make their needs known. They learn to count and practise their early writing skills well during their play. Children are respectful and behave very well. They develop good social skills and are aware of differences and similarities between themselves and others. They gain key skills and are well prepared for the next stages in their learning.

Setting details

Unique reference number	EY460604
Local authority	Surrey
Inspection number	946991
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	5
Number of children on roll	2
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2013. She lives in Leatherhead, Surrey. The childminder operates her service all year round, from Monday to Friday, except for bank holidays and family holidays. She has a degree in Early Childhood Studies.

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