

Childminder Report



Inspection date	10 May 2016
Previous inspection date	9 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 forms close bonds with children and is very sensitive to their individual needs. Children are happy, confident and behave well.
- The childminder uses her observations well to make accurate assessments of children's progress, and to plan activities based on their next steps in learning. Children make good progress in relation to their starting points.
- Partnerships with parents and other settings children attend are effective. For example, the childminder shares information on a regular basis to help promote continuity in children's learning and development.
- The childminder implements an effective settling-in process. For example, children and parents are invited to visit the childminder's home before they start. This helps support children's emotional well-being.
- The childminder keeps her understanding of childcare knowledge up to date and is committed to developing her practice further.

It is not yet outstanding because:

- The childminder does not always provide enough opportunities to promote children's early literacy skills.
- Occasionally, the childminder is keen to move children on to other activities and does not always allow them time to explore and experiment with their own ideas.

What the setting needs to do to improve further

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

- increase opportunities to develop children's early literacy skills during their play
- provide more time and opportunities for children to explore and build on their own ideas.

Inspection activities

- The inspector viewed all areas used by the children.
- The inspector observed the quality of teaching during activities and assessed the impact on children's learning.
- The inspector spoke with the childminder at convenient times throughout the inspection.
- The inspector looks at relevant documentation, including the childminder's self-evaluation, children's records and the suitability of all members of the household.

Inspector

Nicola Chambers

Inspection findings

Effectiveness of the leadership and management is good

The childminder keeps her knowledge up to date, such as through training, reading and research. For example, the childminder has extended ways in which she helps support children's communication skills following recent training. Safeguarding is effective. The childminder has a good understanding of procedures to follow if she has concerns about a child's welfare. She takes effective action to help ensure the safety of children at all times. For example, she undertakes risk assessments for the home, garden and outings to minimise any hazards to children. The childminder successfully improves her provision. For example, she consistently seeks the views of parents and children to evaluate her practice in order to improve the outcomes for children. The childminder regularly monitors children's progress to help her identify any gaps in learning.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn. She gets to know the children very well through regular observations and accurate assessments of their interests and achievements. The childminder encourages children to learn about the natural world and develops their physical skills well. For example, children learn about what seeds need in order to grow, and they explore outdoors to search for natural items. The childminder effectively promotes children's speaking and listening skills. For example, she engages children in conversation during the play and role models words to build on younger children's developing vocabulary.

Personal development, behaviour and welfare are good

Children settle well in the childminder's care and they form strong friendships with other children. The childminder is a positive role model for good behaviour. For example, she sets age-appropriate boundaries and encourages the children to learn good manners, share, take turns and cooperate with each other. Children receive good support to learn about other people who are different from themselves. For example, they learn about other cultures through discussions and activities. The childminder promotes children's personal development well. For example, she encourages children to be independent and do things for themselves from a young age. For instance, children help to prepare their own lunch and learn to put on their coat and shoes to go outdoors.

Outcomes for children are good

Children develop the skills they need for their next stage in learning. Children have good listening and attention skills. For example, they follow instructions and enjoy playing games together. Children show good mathematical skills. For example, they are beginning to match colours and shapes, and count in sequence.

Setting details

Unique reference number	153776
Local authority	Surrey
Inspection number	826013
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	9 November 2011
Telephone number	

The childminder registered in 2001. She lives in a residential area of Woodmansterne, near Banstead, Surrey. The childminder operates her service for most of the year, from Monday to Friday.

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