

# Childminder Report

**Inspection date**

16 May 2016

Previous inspection date

31 May 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 knows children's individual interests well and provides a broad range of interesting learning experiences that motivate and engage children well. All children make good progress from their starting points.
- The childminder's friendly approach helps children to feel happy, confident and secure, which fully supports their emotional well-being.
- Effective partnership working with parents means there is effective continuity of learning between the setting and home, which contributes to the good progress children make.
- The childminder undertakes regular training to develop her professional practice. This has a positive impact on outcomes for children.
- The childminder builds children's communication and language skills well. Children learn to listen attentively and are confident in using a wide range of vocabulary.
- The childminder ensures that the environment is safe and has clear procedures to safeguard and protect children.

**It is not yet outstanding because:**

- The childminder does not consistently extend children's learning, particularly in their mathematical development.
- The childminder sometimes carries out tasks for children they could do for themselves and so does not always promote their independence as well as possible.

## What the setting needs to do to improve further

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

- use every opportunity to challenge children and extend their learning, with particular regard to their mathematical development
- provide even more opportunities to encourage children to try things for themselves and build on their independence.

### Inspection activities

- The inspector observed the quality of teaching and the impact this had on children's learning.
- The inspector spoke to the childminder and children, at appropriate times, during the inspection.
- The inspector toured the parts of the premises used by children.
- The inspector took account of the views of parents, provided in writing on the day of the inspection.
- The inspector checked evidence of the suitability of the childminder, a selection of children's records and safeguarding policies, and discussed her self-evaluation process.

### Inspector

Tara Naylor

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows how to keep children safe and what action she would take if she had concerns about a child's welfare. The childminder is committed to providing children with good-quality learning experiences. She regularly checks the quality of her setting and gains the views of parents and children to guide improvement. The childminder is qualified and keeps her knowledge and skills up to date through regular training opportunities. She uses new information and resources to improve outcomes for children. For example, she has recently introduced story sacks to build on children's interest in reading and love of books.

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

The childminder has a good knowledge of how children learn. She gains detailed information from parents when children first start, so that she can plan for children's learning from the very beginning. Children enjoy activities that follow their individual interests. For example, children enjoy being creative and the childminder encourages them to develop their finer physical skills at the same time. For example, they confidently peel stickers and carefully use glue to create a collage. The childminder teaches children about the natural world, including the lifecycle of butterflies. The childminder checks the progress that children make and shares their achievements with parents regularly. For example, she uses daily diaries and conversations, to inform parents of children's progress and to meet the needs of children and their families.

### Personal development, behaviour and welfare are good

The childminder teaches children to take care of their environment. For example, they learn how to keep their playroom safe and tidy as they put away toys when they have finished with them. Children behave well. They have good opportunities to develop their social skills and build strong friendships. The childminder teaches children to keep themselves and others safe in practical ways, such as practising road safety on outings. The childminder uses daily routines to teach children about healthy lifestyles. For example, children enjoy a variety of healthy meals and snacks, and benefit from daily opportunities to enjoy fresh air and exercise.

### Outcomes for children are good

All children, including those with English as an additional language, make good progress in their learning and development. Children are well prepared for the next stage in their learning, such as nursery or school. They are confident communicators and gain skills in early reading. For example, they are beginning to learn how to recognise letters and the sound each letter makes.

## Setting details

<b>Unique reference number</b>	EY282043
<b>Local authority</b>	Surrey
<b>Inspection number</b>	826817
<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>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	31 May 2012
<b>Telephone number</b>	

The childminder registered in 2004 and lives in Banstead, Surrey. The childminder operates her service Monday to Friday from 8am to 6pm, for most of the year. The childminder has an appropriate early years qualification at level 3.

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