

Childminder Report

Inspection date	16 June 2016
Previous inspection date	2 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 observes and assesses children's progress. She uses this information to plan activities that interest children and meet their individual next steps in learning.
- Children gain good levels of self-esteem and confidence. They have strong bonds and close relationships with the childminder. They are happy, confident and settled in the childminder's care.
- The childminder engages and motivates children, and provides good levels of challenge. Children make good progress in their learning from their starting points.
- Children develop a good understanding of healthy lifestyles. For example, they have daily access to fresh air and exercise, and enjoy nutritious meals and snacks.
- The childminder has good relationships with schools and other early years settings children attend. This helps to promote a consistent approach to children's care and learning.

It is not yet outstanding because:

- The childminder has not pursued all opportunities for further professional development to sustain the highest levels of provision and achievement for children.
- The childminder does not always obtain information from parents about their children's existing skills and abilities before they start at the setting.

What the setting needs to do to improve further

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

- strengthen professional development opportunities, in order to sustain high-quality provision and learning experiences for all children
- strengthen opportunities for parents to share more detailed information about what their children already can do, to track their progress right from the start.

Inspection activities

- The inspector held discussions with the childminder and children throughout the inspection.
- The inspector observed the interaction between the childminder and children during activities.
- The inspector viewed the areas of the premises used for childminding.
- The inspector looked at a range of documentation, including policies and procedures, risk assessments and the children's learning and assessment records.

Inspector

Jane Franks

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her responsibility to promote children's welfare and protect them from harm. The childminder implements robust risk assessments. She keeps children safe while allowing them to manage appropriate risks. The childminder continually evaluates her provision. She takes into account the views of parents and children to drive improvement and improve outcomes for children. For example, she has introduced resources to strengthen opportunities for imaginative play, which has a positive impact on children's development. The childminder monitors children's learning effectively. She swiftly identifies any gaps in learning and works in partnership with parents to address their individual needs. Parents praise the wide variety of activities the childminder provides.

Quality of teaching, learning and assessment is good

The childminder clearly knows children well. Children learn to communicate effectively. For example, the childminder extends their language and speaking skills. She introduces new words to enrich children's vocabulary. Children enjoy the close interaction with the childminder, for example, as they look at books. The childminder provides activities that develop children's early mathematical skills. For example, she introduces concepts, such as colours and shapes, as children engage in their play. The childminder joins in with children's play to promote and extend their learning. For instance, the children used imaginative ideas in their role play as they prepared and played imaginary shops.

Personal development, behaviour and welfare are good

The childminder works closely with parents to ensure she consistently meets each child's individual care and learning needs. Children behave well, are polite and show kindness to others. The childminder consistently praises children's achievements, which helps to support their self-esteem and emotional well-being. The childminder promotes children's independence skills. For example, children access a wide range of good-quality resources and choose what they would like to play with. Children have opportunities to develop their social skills. For example, they visit local groups where they learn to mix with and develop friendships with other children.

Outcomes for children are good

Children are confident communicators. They are eager to solve problems and are confident to follow their own ideas. Children thoroughly enjoy activities where they start to use numbers in their play. They are learning to manage their personal hygiene well. Children engage in activities for long periods and gain the necessary skills they require for their future learning at pre-school or school.

Setting details

Unique reference number	EY463436
Local authority	Surrey
Inspection number	1049807
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	2 April 2014
Telephone number	

The childminder registered in 2013. She lives in Chertsey, Surrey. The provision operates from Monday to Friday, from 8am to 6pm, all year round.

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