

Childminder Report

Inspection date

20 June 2016

Previous inspection date

19 December 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 knows children very well. She uses her good knowledge along with information from detailed assessments to plan challenging activities that build on children's next steps in learning.
- Children develop strong relationships with the childminder and with other children. They are confident and show they feel settled and emotionally secure.
- Partnerships with parents are strong. The childminder effectively shares information about children's progress and care. Children make good progress from their starting points.
- Children behave well and the childminder is a good role model. For example, she teaches children about ways to play cooperatively together. This helps children to be respectful, polite and tolerant of each other during play.
- The childminder regularly and effectively evaluates her provision. She takes into account the views of parents and children, to help her continually improve the quality of care and learning.

It is not yet outstanding because:

- The childminder does not always make the most of every opportunity to support the development of children's early mathematical skills.
- Children do not always have opportunities learn about similarities and differences among people, to help deepen their understanding of diversity and the wider world.

What the setting needs to do to improve further

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

- extend opportunities for children to use mathematical skills and language as they play
- find more ways to help children to understand that there are similarities and differences among people, to further develop their understanding of the wider world.

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 clear understanding of the procedures to follow should she have any concerns about a child's welfare. The childminder has worked hard to improve her provision since the last inspection. For example, she completes effective risk assessments to ensure documentation is readily available should an emergency occur. The childminder has made good use of training to improve outcomes for children, such as by providing children with further experiences for outdoor play and helping them to learn how to manage reasonable risks for themselves. The childminder has good links with other settings that children attend. She works with them to meet children's individual needs and to help ensure continuity in their learning. Parents comment that their children enjoy their time with the childminder and that they have made great progress.

Quality of teaching, learning and assessment is good

The childminder closely monitors children's development. This helps her to identify any gaps in children's learning and to put appropriate strategies into place to ensure they make good progress. Children are confident communicators and regularly share their ideas with the childminder. The childminder asks questions as they play, which helps children gain new vocabulary and encourages them to think. Children show good concentration skills and engage in activities for significant periods. For example, they spend time constructing their train track, investigating and problem solving.

Personal development, behaviour and welfare are good

The childminder is very attentive to children's individual needs, which helps to support their emotional well-being. The childminder provides a good range of activities that contribute to children's good health. For example, children enjoy nutritious meals and snacks, and they have access to plenty of fresh air and exercise. The childminder frequently praises children's achievements. She encourages them to persevere with practical challenges, which has a positive impact on children's confidence and self-motivation. Children have good opportunities to develop social and emotional skills, preparing them for the next stage in their learning. For example, they attend large groups away from the childminder's home and participate in structured activities.

Outcomes for children are good

Children are motivated and enthusiastic learners. They play together cooperatively and show good social skills and strong friendships. Children show a growing understanding of information technology and begin to investigate how things work. They are confident and show good levels independence. This prepares children well for their next stages in learning, including school.

Setting details

Unique reference number	EY290098
Local authority	Surrey
Inspection number	1048871
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	19 December 2014
Telephone number	

The childminder registered in 2004. She lives in the village of Cranleigh, Surrey. The provision operates from Monday to Friday, from 7am to 5.30pm, for the majority of the year.

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