

Childminder Report

Inspection date	21 June 2016
Previous inspection date	3 June 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

- Since her previous inspection the childminder has improved her knowledge and understanding of how young children learn. She has made worthwhile improvements to raise the overall standard of her practice and improve outcomes for children. Children now make good progress.
- The childminder has established good relationships with parents. She now keeps them well informed of their children's progress and supports their home learning effectively.
- Children have lots of opportunities to lead their own play and the childminder adapts activities skilfully to meet their learning needs effectively. For example, when children decided that they would like to use playdough in their imaginative play, the childminder re-organised equipment to encourage their play ideas.
- The childminder is attentive and meets children's physical needs effectively. She provides a warm and nurturing environment for children. Children are happy, settled and secure.

It is not yet outstanding because:

- The childminder has not explored fully how she can use words in children's home languages to support them even further in their language and communication development.
- The childminder has not fully developed her resources and activities to help children learn more about differences between themselves and others in the world around them.

What the setting needs to do to improve further

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

- provide opportunities for children to use their home languages in their play and learning, to encourage progress in language and communication as effectively as possible
- take every opportunity to promote diversity and help children understand more about the world in which they live.

Inspection activities

- The inspector observed the quality of teaching, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector viewed the areas of the childminder's home used by children.
- The inspector looked at relevant documentation, such as policies and children's records.
- The inspector took account of parents' views.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management is good

Since her last inspection, the childminder has been proactive in targeting areas for her professional development. Effective self-evaluation now helps the childminder to identify accurately how she can improve her practice further. Safeguarding is effective. The childminder has a secure knowledge of how to keep children safe and keeps up to date with changes. She has a clear understanding of the process to follow should she need to report any concerns about a child's well-being. The childminder works well in partnership with other providers, and maintains a continuous approach to children's care, learning and development.

Quality of teaching, learning and assessment is good

The childminder makes good use of observations to identify children's next steps in learning and she plans a range of challenging activities that motivate children to learn. The childminder helps children to develop their early literacy skills well. For example, she provides opportunities both indoors and outdoors for children to use their early writing skills. The childminder supports children's physical development skilfully. For example, children enjoyed pushing straws into playdough and used their creative ideas to make different characters. The childminder provides a good range of resources to help children learn about the uses of technology. For example, children concentrated well as they used an electronic till, phone and a hand-held vacuum cleaner in their role play.

Personal development, behaviour and welfare are good

The childminder works closely with parents when their children first start, and has a good understanding of children and their families to help her plan for children's needs. The childminder is a good role model and teaches children good manners. She manages children's behaviour well. For example, she teaches children to share, take turns and play cooperatively. The childminder supports children's emotional well-being effectively. For example, she gives children lots of praise, values their ideas and prepares them well for changes, including starting nursery. The childminder promotes children's understanding of healthy lifestyles effectively. For example, she teaches children about healthy eating they have lots of opportunities to be active outdoors.

Outcomes for children are good

Children are enthusiastic learners who are keen to engage in a range of suitably challenging activities. They have their own ideas and express these clearly; for example, having bubbles in the water tray. Children concentrate well and persevere. They follow instructions to operate toys and keep trying to succeed. They are well prepared for the next stage in their learning and the eventual move to school.

Setting details

Unique reference number	EY463610
Local authority	Kingston upon Thames
Inspection number	1049808
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 12
Total number of places	5
Number of children on roll	8
Name of registered person	
Date of previous inspection	3 June 2014
Telephone number	

The childminder registered in 2013. She operates her service from her home in Chessington, Surrey. She works Monday to Wednesday, from 8am to 5.30pm, all year round.

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