

Childminder Report

Inspection date

27 June 2016

Previous inspection date

13 August 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

- Children behave well and feel safe and secure. They are happy and confident. Relationships with the childminder are warm and caring.
- The premises are safe, secure and hygienic. The childminder supports children's physical well-being; for example, she provides them with a nutritious diet.
- The childminder supports children's developing language well. For example, children enjoy singing and listening to stories.
- There is good communication between the childminder and parents. For example, parents are pleased with the regular feedback they receive about their children's good progress.
- Children are well prepared for the next stage of their education.

It is not yet outstanding because:

- The childminder does not provide enough opportunities or resources for children to develop their imaginative play and use their creative ideas.
- The childminder does not always use all opportunities to help children understand that print carries meaning, ready for their future learning.

What the setting needs to do to improve further

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

- improve opportunities and resources for children to develop their creativity and imaginative play
- improve opportunities to help children understand that print carries meaning across a wider range of reading materials.

Inspection activities

- The inspector observed the childminder interacting with children.
- The inspector studied the records relating to the suitability of adults.
- The inspector spoke to the childminder about her practice at various times throughout the visit.
- The inspector read the childminder's self-evaluation documents and records relating to the children's progress, and checked how children's interests are used to plan activities.
- The inspector checked the attendance registers of the children.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of the leadership and management is good

The childminder uses her self-evaluation well to improve her practice and develop her provision further. For example, she reads childcare publications and talks to other childminders to share good practice. She has good links with staff at other settings that children attend. For example, she is aware of children's learning progress elsewhere and shares information from the settings with parents when they collect their children. Safeguarding is effective. The childminder has a thorough understanding of safeguarding matters and knows the procedures to follow to report concerns about children's welfare.

Quality of teaching, learning and assessment is good

The childminder gathers useful information from parents when children first start. She observes children and completes regular assessments to monitor their achievements and progress. The childminder and parents work well together; for example, they identify next steps in learning and the childminder uses these to plan well-matched activities. For example, she planned to make musical instruments, such as tambourines and maracas, available to extend children's interest in singing. The childminder encourages young children's interest in technology with a good range of resources. For example, they like to press buttons on a toy fire-engine to hear the siren and songs. The childminder encourages good language development, for example, by talking to young children about their play and about the colours of the modelling dough.

Personal development, behaviour and welfare are good

The childminder provides a stimulating and welcoming environment. She encourages children to be confident and independent. For instance, they freely choose from the activities and toys available to develop their interests, and young toddlers feed themselves with spoons. She helps children to manage their own behaviour; for example if two children want the same toy, she uses a timer to ensure fairness. The childminder establishes good routines for personal hygiene, such as washing hands before and after eating. Children happily explore their environment, safe in the knowledge that the childminder is close by to provide reassurance and support when required.

Outcomes for children are good

Children make progress that is at least typical for their age and stage of development. They develop the key skills they need for the next steps in their learning. Children enjoy exploring their environment and develop their physical abilities. For example, the babies like to crawl or use a 'walker' to develop independent movement, beaming happily at their success, especially when turning corners. All children develop good social skills as they engage with others, such as during visits to the local toddler group. Young children begin to learn about early mathematics, such as when they complete a simple puzzle.

Setting details

Unique reference number	EY471879
Local authority	Surrey
Inspection number	1049861
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	4
Number of children on roll	4
Name of registered person	
Date of previous inspection	13 August 2014
Telephone number	

The childminder registered in 2014. She lives in Merstham, Surrey. She cares for children Monday to Wednesday, from 7am to 6pm, for most of the year.

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