

# Childminder Report

**Inspection date**

6 July 2016

Previous inspection date

5 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 has worked hard to improve her practice since the last inspection. For example, she makes accurate observations and assessments of children's achievements and uses this information to plan for their next steps in learning. Children make good progress in their learning and development.
- The childminder and her assistant are good role models. They are sensitive to children's needs, value their opinions, and praise their achievements.
- Children demonstrate that they feel safe and secure. They develop good relationships with the childminder and her assistant, and play confidently in her home.
- The childminder has good relationships with other early years settings, which promotes consistency in children's care and learning.
- The childminder demonstrates continuous improvements in the service she provides. She reflects on all aspects of her provision and seeks the views of her assistant, parents and children to help her to identify priorities for improvement.

### It is not yet outstanding because:

- The childminder is not always successful in making sure that all parents have a clear understanding of the plans for their children's future learning.
- The childminder does not always provide children with time and opportunities to think for themselves.

## What the setting needs to do to improve further

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

- develop further ways of communicating with parents about the plans for their children's future learning
- provide children with time and opportunities to think for themselves.

### Inspection activities

- The inspector held discussions with the childminder, her assistant, and children throughout the inspection.
- The inspector observed the interaction between the childminder, her assistant, 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 and her assistant know how to respond to any concerns about a child's welfare. They use risk assessments very effectively to help identify and address potential hazards to children's safety. The childminder is organised and manages her provision well. She regularly supports her assistant, which enables her to monitor all aspects of teaching and her provision. The childminder attends training and shares ideas and practice with other childminders, which helps to keep her knowledge and skills up to date. For example, children now enjoy further sensory experiences, which help to develop their skills of curiosity. The childminder monitors the progress children make, which enables her to identify areas where children may need further support.

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

The childminder and her assistant provide a challenging range of activities that support children's learning. For example, young children thoroughly enjoy sensory play. They concentrate well and discuss changing patterns as they drive vehicles through the sand. With support and encouragement from the childminder, young children explored an understanding of floating and sinking. The childminder reads regularly to children. She uses good expression to engage their interest. The childminder promotes children's communication and language development well. For example, she constantly introduces children to new vocabulary as they engage in play. Children listen attentively and respond by copying the language they hear.

### Personal development, behaviour and welfare are good

Children are happy and secure in the childminder's home, and display good levels of independence. For example, they confidently put on their own shoes and explore the environment, selecting toys and equipment that interest them. Children behave very well. For example, they display good manners and learn to share, take turns and respect others. The childminder makes good use of community groups and facilities, which give children a greater understanding of the world. Children develop a good awareness of living a healthy lifestyle. For example, they learn about healthy eating and benefit from daily outdoor play.

### Outcomes for children are good

Children are confident, motivated and eager to learn. They listen attentively, follow instructions well and spend good lengths of time at self-chosen activities. Children develop good mathematical skills at an early age, learning to count and to identify colours. They acquire the key skills they need for their future learning and for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	122315
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1048638
<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 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	5 March 2014
<b>Telephone number</b>	

The childminder registered in 1994. She lives in the borough of Epsom and Ewell. The childminder works with her husband, who is her assistant. The provision operates Monday to Friday from 7am to 7pm, all year round.

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