

Childminder Report

Inspection date

6 July 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 keeps up to date with any legislative or practice changes and shares this information with parents.
- The childminder has good settling-in procedures and gets to know each child so they are settled from the start and progress almost immediately. Outcomes are good.
- The childminder has good partnerships with parents and other early years professionals, to provide consistency in children's care and learning.
- The childminder knows the children very well and adapts her activities well overall, to suit children's individual needs. The childminder reflects effectively on her practice and updates her knowledge and skills, to improve her practice and the quality of provision.
- Children have warm and secure attachments with the childminder and she effectively supports their well-being. The childminder praises children and builds on their developing self-esteem.
- Children are confident and communicate well. They choose their own resources, tools and equipment, and develop the necessary skills for their future learning.

It is not yet outstanding because:

- At times, the childminder does not use language or questioning effectively to extend children's learning and thinking skills, to help improve their progress.
- The childminder does not always build on children's learning experiences, particularly for those who learn better outdoors.

What the setting needs to do to improve further

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

- extend the range of ways to question children and help them to think and respond, to further promote their learning
- build on children's learning experiences, particularly for those who learn best outdoors, to help them progress as well as possible.

Inspection activities

- The inspector observed interactions between the childminder and the children.
- The inspector and the childminder evaluated the effectiveness of an activity together.
- The inspector sampled documentation, including planning, children's development records, policies and procedures.
- The inspector took into account the written views of parents.
- The childminder gave the inspector a tour of the premises.

Inspector

Susan Allen

Inspection findings

Effectiveness of the leadership and management is good

The childminder is clear about her role in protecting children and keeping them safe from harm. She knows what to do should she have any concerns about a child's welfare. She keeps her knowledge of safeguarding up to date, so that she has a current understanding of how to keep children safe. Safeguarding is effective. The childminder uses her observations to plan for each child's next steps in learning. She tracks children's development, identifies any gaps in their learning and works well with parents to help children catch up where necessary. Children choose activities and become motivated and independent learners. For example, when children displayed an interest in pirates, the childminder planned and resourced activities well to extend their learning.

Quality of teaching, learning and assessment is good

The childminder extends children's vocabularies effectively. For example, she adds words, such as 'semi-circle', as children learn about shapes. The childminder effectively encourages children's mathematical development. For example, children learn about length, shape and size as they play with spaghetti and hold up different pieces to measure. The childminder prepares the children for nursery and school in a number of ways. For example, she supports children's early reading and writing skills, and children learn to sound out words and recognise letters and numbers. She talks to the children about starting school and discusses any fears they may have, to promote their well-being.

Personal development, behaviour and welfare are good

Children learn how to use equipment, such as scissors, safely and how to tidy up and minimise risks. For example, they know that discarded toys may be a trip hazard. The childminder is a good role model and children behave well. Children learn to share, take turns and respect each other. The childminder helps children to develop a good range of skills and to find out about the world through a range of interesting experiences. For example, children enjoy visits to the park and farms. They enjoy opportunities to sing and dance, including at sing-a-long sessions. Children learn about being healthy. They choose fruit and vegetables for snacks and know that healthy food helps them to grow.

Outcomes for children are good

Children develop good social skills and are happy and confident. For example, they meet other children during outings. They are aware of their own needs and visit the toilet on their own, and use simple tools and equipment. They develop a good range of skills ready for their future learning and school. Young children count confidently while older children are beginning to understand more complex mathematical words, such as 'long' and 'longer'. Children make good progress.

Setting details

Unique reference number	EY475534
Local authority	Surrey
Inspection number	975692
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 7
Total number of places	5
Number of children on roll	4
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014. She lives Warlingham, Surrey. The childminder operates her service Monday to Friday from 7am to 6.30pm. She holds a childcare qualification at level 3.

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