

Childminder Report

Inspection date

20 July 2016

Previous inspection date

21 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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 make good progress from their starting points. Their communication and language development are effectively supported. For example, the childminder continually talks to children as they play and encourages them to repeat words.
- Children are happy and secure. They form strong emotional bonds with the childminder who is very kind and highly sensitive to their individual needs.
- The childminder has made much improvement to the quality of her provision since the previous inspection. She seeks the views of parents and reflects on her practice to prioritise areas for improvement.
- Children behave well and respond positively to instructions. The childminder is a very good role model and supports children to manage their own feelings and behaviour.
- The childminder accesses regular training opportunities and talks with other childminders, which help her to keep up to date with changes in childcare practice.

It is not yet outstanding because:

- The childminder's plans do not always focus on providing the next steps in children's learning that will encourage even more rapid progress.
- The childminder does not always share a wide range of information about children's learning with other settings that children attend.

What the setting needs to do to improve further

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

- enhance planning for children's next steps in learning to encourage even greater progress
- develop partnerships with other settings children attend, in order to share a wide range of information and support their learning further.

Inspection activities

- The inspector spoke to the childminder and engaged with the children at appropriate times during the inspection.
- The inspector observed the quality of the childminder's interactions with children.
- The inspector and the childminder evaluated the effectiveness of an activity together.
- The inspector viewed the spaces, toys and equipment used for childminding purposes indoors and outdoors.
- The inspector looked at a range of documentation, including self-evaluation, policies and the children's development records.

Inspector

Hazel Farrant

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of how to protect children in her care. She confidently discusses the procedures to follow if she has any concerns and is fully aware of the potential signs and symptoms of safeguarding issues. She carries out visual checks to minimise potential risks in her home and garden and on outings. Children learn about how to keep themselves safe. For example, the childminder reinforces boundaries and involves them in regular safety practices.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of child development and how children learn. She ensures that the learning environment reflects their needs and interests. The childminder skilfully encourages good thinking skills. She encourages children to find their own solutions, such as which tool is better to scoop up lentils. The childminder often uses numbers, counting, predicting and measuring in routines and play experiences. This helps children develop confidence in using their mathematical skills. The childminder accurately assesses children's progress and quickly addresses any gaps in their learning. This helps children to reach their full potential.

Personal development, behaviour and welfare are good

Partnerships with parents are effective. The childminder produces detailed progress reports for children so that they are kept well informed and able to support children's learning at home. Children and their families are made to feel very welcome in the setting. The childminder gets to know them well and is flexible with her practice to accommodate their needs. She gathers detailed information about children's care routines and interests. This provides continuity of care and helps children to settle quickly. The childminder has a good understanding of children's physical capabilities and helps them to use tools and equipment effectively. For example, children show good control as they spoon lentils into a funnel using a variety of tools. The childminder helps children to learn about good health and hygiene. For example, she ensures children follow a nutritious diet, take regular exercise and play outside in the fresh air each day.

Outcomes for children are good

All children make good progress from their starting points. Children independently access an extensive selection of resources. This helps children to be actively engaged and motivated in their play. Children develop a strong sense of belonging in their surroundings and have opportunities to learn about their local community and beyond. They are happy, content and confident in the childminder's care. Children develop the skills they need to move on in their learning and for moving on to school.

Setting details

Unique reference number	EY444751
Local authority	Surrey
Inspection number	1049559
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	21 November 2012
Telephone number	

The childminder registered in 2012 in Englefield Green, Surrey. The childminder operates her service from 7.15am to 6.30pm on Monday to Friday for most of the year.

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