

Childminder Report

Inspection date

22 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder supports children's well-being exceptionally well. Children form strong emotional attachments to the childminder, who they trust immensely, and with each other. The childminder uses innovative, enjoyable strategies to support their progression; for example, with toilet training and in overcoming anxieties.
- The childminder's observations of children are insightful and she uses these well to assess and track children's progress. The childminder fully involves parents in these processes and communicates closely with school teachers, to meet children's needs.
- Children thoroughly enjoy attending. They make good progress overall, and in some areas, such as communication and language, and personal, social and emotional development, their progress is excellent.
- The childminder supports children's understanding of people and communities particularly well. For example, children are involved in supporting a charity that supports children in third-world countries.
- The childminder's capacity to sustain ongoing improvement is good. For example, she works hard to improve the quality of her provision and is proactively targeting her plan to improve children's enjoyment of garden play.

It is not yet outstanding because:

- The childminder does not fully support children's investigative and experimental play, or help them develop skills in using technology.

What the setting needs to do to improve further

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

- explore ways to encourage children to engage more in experimental and investigative activities, and their skills in using technology, to better support their understanding of the world.

Inspection activities

- The inspector observed the childminder's interactions with children during activities indoors and in the garden.
- The inspector discussed the childminder's practice with her, including the impact of her teaching methods, and use of observation and assessment to support children's progress.
- The inspector sampled a range of documentation relating to safeguarding, children's progress and well-being, and the childminder's suitability and self-evaluation process.
- The inspector sought and took account of the views of parents.
- The inspector looked at the range of resources and equipment available for children's use.

Inspector

Amanda Tyson

Inspection findings

Effectiveness of the leadership and management is good

Overall, the childminder reflects on her practice and children's progress very well. She uses the views of children, parents and others to continually improve her practice and children's outcomes. In recent months she has improved her knowledge and methods for completing assessments on children. She has involved children more in learning about healthy eating and they enjoy helping to choose food with her every week. Safeguarding is effective. The childminder is proactive about keeping her safeguarding knowledge up to date and in teaching children how to keep themselves safe. Her knowledge and understanding of the procedures to follow if she is concerned about a child's welfare is extremely thorough.

Quality of teaching, learning and assessment is good

The childminder supports children's communication and language skills very well. She asks questions that require them to think before answering and gives them the time they need to reply. The childminder encourages toddlers as they turn the pages of picture books and talk about what they see. She cleverly assists pre-school children in telling the story themselves. The childminder challenges children well; for instance, to match quantities of small toys to numbered cups, or name opposites, in a playful way. Children are enthused. The childminder knows the children really well and makes sure that resources and activities, such as for pretend play, are suitably linked to their interests and needs. For example, toddlers enjoy emptying and filling play kitchen cupboards while pre-school aged children use scales to weigh their shopping.

Personal development, behaviour and welfare are outstanding

Children are cared for in an extremely welcoming and nurturing environment. They settle in easily and quickly develop a strong sense of belonging. Children are immensely proud of their creative work which is prominently displayed for them to enjoy. They move freely around helping themselves to resources and quickly develop independence. They become enthralled and motivated by the childminder's extremely successful and creative ways of helping them to learn and develop. Children engage in a great deal of outdoor play and thoroughly enjoy visiting interesting places. The childminder plans exciting activities to help children develop a positive understanding of the traditions and beliefs of others.

Outcomes for children are good

Children are well prepared for moving on to school. They are very polite, sociable, confident, and motivated to learn. Children are highly articulate communicators and have a good grasp of mathematics. They have a keen interest in books and the wider world. Children recognise their written names, use pencils with control and link letters to sounds well.

Setting details

Unique reference number	EY479272
Local authority	Surrey
Inspection number	984180
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014. She lives in Epsom, Surrey. The childminder works Monday to Friday throughout the year between the hours of 7am and 7pm. The childminder receives funding to provide free early education to children aged three and four years.

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