

Childminder Report

Inspection date

25 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 has a good understanding of how children make progress. She plans a variety of activities that meet their individual learning styles and current interests. Children make good progress in their learning and development.
- The childminder has a calm and natural ability to engage and support children as they play and learn. She supports children to develop positive values that help them to behave well and respect others.
- The childminder provides a welcoming environment. Children develop imagination and creativity as they play with a wealth of resources indoors and outdoors.
- The childminder works well with parents. She updates them regularly on their children's progress and includes their views in children's ongoing observations and assessments. She guides parents on activities to do at home to provide continuity in children's learning.

It is not yet outstanding because:

- The childminder does not gather information consistently about children's progress with other settings they attend to fully encourage a shared approach to children's learning.
- The childminder's professional development is not specifically focused on developing her good teaching skills to the highest level.

What the setting needs to do to improve further

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

- increase opportunities to share information more fully with other early years settings children attend, to help provide a joined-up approach to children's learning
- focus more precisely on professional development that helps to raise the quality of teaching to an outstanding level.

Inspection activities

- The inspector observed activities and the childminder's interactions with children in the home and garden.
- The inspector spoke with the childminder during the inspection about the children's learning and progress, and to evaluate an activity together.
- The inspector looked at a range of documents, including safeguarding procedures, suitability checks and children's observation and assessment records.
- The inspector discussed with the childminder how she uses her self-evaluation to develop her practice further.
- The inspector took into account the written feedback from parents.

Inspector

Janet Thouless

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the procedures to follow should she have any concerns about a child's safety and welfare. Detailed risk assessments are carried out for the home and garden, and when children are taken on outings, to help keep children safe. The childminder evaluates her practice well and has provided additional activities, such as water play activities in the garden, to engage children's interests further. She seeks the views of children and parents to help her bring about ongoing improvement. This contributes effectively to the good level of care and teaching she can offer children in her setting.

Quality of teaching, learning and assessment is good

The childminder knows the children well. She regularly observes and monitors their progress, and plans a range of activities to challenge their abilities and next steps in learning. Her good methods clearly show the achievements and progress that children make over time. The childminder plays alongside children and interacts appropriately in their play. She encourages good language and communication skills. For example, she engages children in successful conversations and uses challenging questions to help children think and solve problems. The childminder interacts purposefully with children to support their development. For example, as children make bird feeders, they discuss the different types of seeds used and the use of fat to bind them together. Children learn about how things work; for example, as they push buttons to manoeuvre remote-control cars.

Personal development, behaviour and welfare are good

Children show that they enjoy being in the childminder's care. They form secure, trusting relationships with her, which supports their emotional well-being and helps them to develop a sense of belonging. Children develop good levels of independence. For example, they confidently move around the environment choosing resources, cut up fruit at snack time and put on shoes for outdoor play. The childminder helps children to benefit from lots of opportunities to develop their activity levels. Children enjoy playing on wheeled toys in the garden, use more challenging play-park equipment and go for walks along the river.

Outcomes for children are good

All children make good progress from their individual starting points. They are confident, sociable and enthusiastic to learn. They share, take turns and show kindness to each other and learn from the childminder, who shows them how to play and behave well. Children develop good early mathematical skills, such as naming colours and shapes, and learning about numbers during everyday activities. Children develop the necessary skills for their next steps in learning and are well prepared for school.

Setting details

Unique reference number	EY457046
Local authority	Surrey
Inspection number	1047809
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	4
Number of children on roll	3
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2009. She lives in Walton-on-Thames, Surrey. She cares for children throughout the year, except for family holidays and public holidays.

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