

Childminder Report

Inspection date

28 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

- Partnerships with parents are good. Parents are happy with the regular and detailed information they receive about their children's progress and development. There are daily opportunities for the childminder and parents to talk and share information.
- Children enjoy the activities provided in the stimulating environment both inside and outside. They move around confidently and independently, freely selecting resources from the wide range available to them.
- The premises are safe, secure and hygienic. The childminder provides children with a nutritious diet to support their physical well-being and good health.
- The childminder is ambitious and keen to improve her practice to raise outcomes for children. She is reflective and her self-evaluation is accurate. Children make good progress and are ready for the next stage in their learning.
- Children are happy and content. There are strong emotional bonds between them and the childminder.

It is not yet outstanding because:

- The childminder does not always make the most of all opportunities to extend children's understanding of turn taking and sharing further.
- Children do not always have a wide range of opportunities to learn about the differences and similarities between themselves and others in their community and the wider world.

What the setting needs to do to improve further

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

- make greater use of all available opportunities to extend children's understanding of sharing and turn taking further
- widen the range of opportunities for children to learn about the differences and similarities between themselves and others.

Inspection activities

- The inspector observed the childminder interacting with children inside and outside.
- The inspector sampled documents relating to the safeguarding of children.
- The inspector discussed the childminder's evaluation of her practice and her documents relating to planning and children's progress.
- The inspector read the comments made by parents and took account of their views.
- The inspector had a discussion with the childminder about her observations of a specific activity.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of the leadership and management is good

The childminder has high expectations for the children in her care. She collects children from pre-school and school, as well as taking younger children to other local groups. She has built-up good links with members of staff and shares relevant information with them. This helps to support effective communication and a consistent approach to children's care and learning. Safeguarding is effective. The childminder has a good understanding of safeguarding matters and knows the procedures to follow to safeguard children. She attends mandatory training and takes time to look for additional training courses to extend her skills, knowledge and practice further.

Quality of teaching, learning and assessment is good

The childminder gathers information from parents when children start with her. She regularly observes them and completes detailed assessments to monitor their achievements and progress. The childminder uses this to plan relevant next steps in their learning. She skilfully questions children to extend their understanding, taking into account their age and stage of development. For example, she asks older children how they would put a tent together. The childminder repeats words and sentences back to the children clearly to help them develop correct pronunciation and communication skills. There are a wide range of activities to develop children's physical skills and independence. For example, children enjoyed making their own 'circuit' while riding a range of ride-on toys.

Personal development, behaviour and welfare are good

The childminder provides a stimulating and welcoming environment. Good daily routines help children learn to be responsible for their own personal hygiene. For example, children understand the importance of washing their hands before helping to prepare food for a snack or lunch. Children are encouraged to be independent. For instance, they select their snack from a range of fruits on offer and make their own sandwiches for lunch. Children confidently explore their environment, safe in the knowledge that the childminder is close should they need reassurance or help.

Outcomes for children are good

Children make consistent progress which is in line with their age and development. They learn the key skills they need for the next steps in their learning. For instance, children develop good early number skills and are confident talkers. Children are inquisitive and keen to explore their surroundings. They fill ice-cube trays with water and comment on what happens to their clothes when they get water on them. Other children use their imaginative skills and build on previous experiences in their play. For example, they use toy drills and pretend to fix the sit-and-ride toys.

Setting details

Unique reference number	EY476964
Local authority	Surrey
Inspection number	981984
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	3
Number of children on roll	3
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014. She lives in Redhill, Surrey. The childminder currently cares for children on Monday to Thursday from 7.30am to 6.30pm, throughout the year.

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