

Childminder Report

Inspection date

6 September 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 acts to provide personalised learning for each child. She finds out about their needs and interests through careful observations of their play and plans to move children forward, in accordance with their individual developmental needs.
- The childminder establishes children's starting points when they first come to her, such as through communicating with parents and other early years providers, to discover what children can do.
- Children learn about healthy practices, such as why hand washing is important. They enjoy healthy foods and benefit from regular outdoor play and exercise.
- Children make good progress in their learning that is typical for their current ages and stages of learning.
- The childminder acts consistently to improve the outcomes for children. For example, she considers the success of the activities she provides for children and follows on from her evaluations to meet the children's needs.

It is not yet outstanding because:

- The childminder does not always gather regular information from parents about children's experiences and achievements at home, to help her gain a broader understanding of children's progress.
- The childminder misses opportunities to help children to find out about differences between themselves and others away from their own immediate experiences.

What the setting needs to do to improve further

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

- explore further ways to encourage parents to share information more readily about their children's achievements and experiences at home, to gather a wider overview of children's progress
- develop further opportunities to help children find out about other people and their ways of life which are beyond children's own experiences.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records.
- The inspector checked evidence of the childminder's qualifications and her suitability checks.
- The inspector carried out a joint observation of children's learning with the childminder.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is confident in the knowledge of the signs that could cause concerns about a child's welfare. She knows the procedures to follow in the event of a welfare concern. The childminder acts to consistently extend and enhance her professional knowledge. She applies her new-found knowledge to improve the learning opportunities for children. For example, following a recent course, she has paid more attention to the way in which she models language for children to copy. The childminder aims to please all parties, and considers the views of parents and children in the changes she makes to improve her practice. For example, she plans experiences, such as bus trips, based on children's requests.

Quality of teaching, learning and assessment is good

The childminder demonstrates good skills in teaching young children. She plans effective activities that focus on the individual learning styles of the children in her care. For example, she makes sure that there are a variety of interesting objects for babies to explore. The childminder shows a strong ability to change her interactions according to the age of the child. She simplifies questions to engage babies, while wording them differently to extend the thoughts of pre-school children. Children have opportunities to explore and make their own discoveries. Babies enjoy exploring paint and discovering how they can change the colour of their bodies. The childminder acts on children's interests as they emerge. For instance, when children showed pleasure in playing with a noisy tube, she brought out different instruments to extend their learning.

Personal development, behaviour and welfare are good

Children feel safe and secure in the setting. Babies confidently communicate their needs to the childminder, who understands them well. The childminder provides a positive atmosphere where she successfully encourages kindness and helping others. Older children are encouraged to help the younger children, and all children share toys. Children develop social skills ready for transitions to larger settings, such as school. For example, they enjoy playing with friends and have opportunities to experience larger settings. Children show independence in their play. They choose resources with ease and play with them intently.

Outcomes for children are good

Children enjoy engaging in a variety of activities which effectively support their early literacy skills. For example, they frequently request to share books and develop positive attitudes to reading, including learning to handle books correctly. Children begin to count throughout their everyday experiences and they learn basic numeracy skills. The childminder lays the foundations in preparation for the next stage of learning.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY483887 |
| Local authority | Surrey |
| Inspection number | 997572 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 1 - 8 |
| Total number of places | 4 |
| 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 in Redhill, Surrey. The childminder holds a recognised early years qualification at level 4. She provides care four days a week and operates all year round. She also cares for older children during out of school hours.

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