

Childminder Report

Inspection date	30 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 has a warm and nurturing approach to caring for children. She forms strong bonds with children, supporting their confidence and self-esteem.
- The childminder is dedicated to her role and demonstrates a strong commitment to continuously improve her professional development. She accesses a wide range of short courses to increase her already good knowledge and understanding of childcare. The childminder undertakes meaningful evaluation of her provision.
- The childminder monitors children's progress effectively. She identifies any gaps in children's learning and plans activities which help to ensure they make good progress.
- The childminder provides a wide range of stimulating learning experiences. She uses her knowledge of children's interests well, to motivate them in their learning.
- All children, including those who are learning English as an additional language, are making good progress in their language and communication skills. The childminder introduces new and interesting words, for example, as she plays alongside children.

It is not yet outstanding because:

- The childminder does not use every opportunity to encourage children's independence.
- There is capacity to obtain even more detailed information about children's learning from other settings that they attend to extend their continuous support even further.

What the setting needs to do to improve further

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

- extend even further the opportunities for children to develop their independence
- share even more details about children's ongoing learning needs, talents and interests with other settings that children attend.

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 understands her responsibility to protect children from harm. She completes training and accesses information online to keep her skills up to date. The childminder places children's safety in the highest regard. She checks the environment on a regular basis and takes appropriate steps to minimise any risk of harm both in her home and on any outings. Partnerships with parents are good. The childminder successfully includes and encourages their involvement with their children's learning at home.

Quality of teaching, learning and assessment is good

The childminder interacts well with children down at their eye level to capture their attention. Children demonstrate their developing listening and attention skills. For example, as they listen to familiar stories they add their own ideas and predict what may happen next. The childminder encourages children to experience some risk and challenge to develop their physical skills. For example, in the outside environment children scoot along on wheeled toys and learn how to balance. Children learn about the changing seasons. For example, they collect leaves and conkers during an outing to the park, which they then use for collage and printing. The childminder talks to the children about the changes they see and encourages them to name the different colours of the leaves. Children learn about numbers as they count the leaves and discuss their shape and size.

Personal development, behaviour and welfare are good

The childminder ensures that she knows everything she needs to about each individual child so that she is able to provide consistency in their care needs. Children are confident and happy. They explore the environment freely and show a strong sense of belonging. They are learning how to take care of their own personal needs and recognise when they need to use the toilet. The childminder is a very good role model and she shows that she respects and values the contributions children make. This has a positive impact on children's behaviour, as they understand what is expected from them.

Outcomes for children are good

Children are polite and interact well with their peers and the childminder. They are enthusiastic and motivated to learn new skills. Children are supported to develop good social, physical and communication skills. They learn about similarities and differences, for example, through discussions, books and regular visits to local play areas and groups. Children are well equipped and prepared with the key skills needed for the next step in learning and the move to school.

Setting details

Unique reference number	EY471696
Local authority	Surrey
Inspection number	973826
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
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 2014 and lives in Guildford, Surrey. She offers her service Monday to Friday, for most of the year. The childminder is a qualified teacher.

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