

Childminder Report

Inspection date

4 October 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 organises her environment and resources well to support all children to make good progress. For example, children choose from a wide variety of play experiences and this helps them to remain engaged and interested to learn.
- Children learn skills that support them for their future learning. For instance, they gain a good knowledge of mathematics as they play, such as when they talk about numbers.
- The childminder supports children to develop confidence when communicating. For example, she asks questions that encourage them to think before they respond.
- Children have a positive level of emotional well-being and self-esteem. They have a secure and trusting relationship with the childminder who knows them well.
- There are good opportunities for children to learn about the world around them. For example, they collect conkers on nature walks and enjoy regular bug hunts.
- The childminder reviews her practice well. For example, she includes children's ideas into her plans. This helps her improve outcomes for children's learning.

It is not yet outstanding because:

- The childminder misses some opportunities to develop children's understanding further of people's similarities and differences in the wider world.
- The childminder does not always make the most out of partnerships with parents to share children's achievements and support the consistency of learning further.

What the setting needs to do to improve further

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

- extend children's opportunities to develop their understanding of people's similarities and differences in the wider world even more
- improve the sharing of children's achievements with parents to encourage a more consistent approach to their learning experiences.

Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation that the childminder uses, including children's progress reports, and policies and procedures.
- The inspector spoke to children and the childminder at convenient times and gathered the views of parents.
- The inspector and childminder observed children during an activity and completed a follow-up discussion about children's learning and progress.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder regularly develops her skills and understanding further. For example, she meets with other childminders and attends regular training to help keep her knowledge up to date. The childminder occasionally uses an assistant and ensures that she monitors the quality of their practice. For example, they have meetings to discuss the day's events. The childminder monitors and checks children's individual progress on a regular basis, and, for example, completes regular summaries of their development. This enables her to quickly highlight any gaps in their development and provide support to close them. The childminder has a good understanding of the safeguarding procedures to follow to help protect the welfare of children. Safeguarding is effective.

Quality of teaching, learning and assessment is good

The childminder prepares children well to manage the next stage of their learning. For example, she talks to children about going to school. The childminder builds upon children's spontaneous play well. For example, older children excitedly found a spider and used magnifying glasses to watch it create a web. Children have a wide range of opportunities to develop their creativity. For example, they use items to create three-dimensional models. Babies confidently explore the good range of interesting toys. Children understand how to keep safe. For instance, they follow clear rules as they roast marshmallows on campfires.

Personal development, behaviour and welfare are good

Children learn to behave well and are polite. The childminder is a positive role model. The children show empathy and patience with other children of differing ages and abilities. The children are kind to each other and develop solid friendships. Children have good opportunities to challenge their physical abilities. For example, they play basketball which helps develop their hand-to-eye coordination and use the large climbing equipment such as balancing on beams at the park. Children develop positive physical well-being. They have a good understanding of the importance of healthy lifestyles. For example, older children discuss their heart and the effect of the speed of heartbeats, when they exercise in comparison to when they rest.

Outcomes for children are good

Children of all ages make good progress in their learning. They learn useful skills to support their future learning and that prepare them well for activities they may experience at school. They develop good early reading and writing skills. For example, older children recognise letters and words and are encouraged to write down what they can see on walks within the community, and babies are keen to look at books.

Setting details

Unique reference number	EY481867
Local authority	Surrey
Inspection number	990500
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	5
Number of children on roll	14
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014. She lives in Banstead, Surrey. The childminder cares for children on Monday to Thursday throughout the year from 7am to 6.30pm and on Friday she provides after-school care only from 3pm to 6.30pm.

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