

Childminder Report

Inspection date	17 October 2016
Previous inspection date	24 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 makes effective use of observations of children's learning to help her assess their progress and establish the priorities for each child's development.
- The childminder works in close partnership with parents and the staff in other settings that children attend to help provide continuity in their learning. She takes into account the views of all involved in their learning to help her monitor children's progress.
- Children make good progress and, at times, exceed expected levels of development. They quickly develop good communication and language, physical and social skills.
- The childminder has a strong knowledge of how to support children with special educational needs. For example, she takes well-considered steps to ensure her setting meets the needs of all children such as using a range of methods to help them communicate their needs.
- The childminder keeps her knowledge and practice updated. For example, she makes the most of training opportunities and adapts her policies and procedures to help her meet new legislation and guidance.

It is not yet outstanding because:

- The childminder sometimes does not allow children to finish exploring one activity before introducing another.
- Children are not fully able to access the wide range of resources to help them lead their own play independently.

What the setting needs to do to improve further

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

- build further on teaching practices to consistently provide children with time to fully explore and extend their learning
- develop further the organisation of the environment to help children lead their own play independently.

Inspection activities

- The inspector observed activities indoors and discussed the provision for outside play.
- 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 suitability checks.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a strong knowledge of the signs that a child's welfare is at risk and knows what to do if she is concerned. The childminder refreshes her safeguarding knowledge frequently. She reflects on her practice regularly and adapts what she provides based on her evaluations. The childminder considers the views of parents, children and people around her. For example, she observes children's interests and uses this information to develop her provision. She updates her knowledge frequently using a range of methods available to her. For example, she adds new resources and activities to enrich children's experiences after gaining information from other professionals.

Quality of teaching, learning and assessment is good

Children explore and make discoveries. For example, babies focus on the noises that instruments and other objects make and enjoy listening to nursery rhymes. Children enjoy activities that the childminder plans around their interests. For example, she uses an interest in balls to increase babies' mobility. The childminder follows successful strategies to support diversity in her setting. Children celebrate and understand the differences that exist between one another. The childminder takes time to learn key words in children's home languages and repeats them back to children alongside the English equivalent. This helps to develop children's early communication and language skills.

Personal development, behaviour and welfare are good

Children form strong relationships with the childminder. The childminder quickly helps them to adjust to routines, which helps children to settle. The childminder encourages children's independence, for example she teaches them to put on their coats. Children have good opportunities to develop their social skills and confidence, ready for when they move on to busier settings. For example, the childminder frequently takes them to larger group activities in the local area. Children behave well, they show an ability to share and take turns. The childminder encourages positive behaviour such as by using effective, consistent and calm strategies.

Outcomes for children are good

Children are interested in numbers. They count objects in their free play which helps them to develop good early numeracy skills. Children and babies enjoy making marks with materials such as paint or chalk. This helps to lay the foundations for future writing. Children and babies enjoy books. They turn the pages and show interest in pictures. Children learn a wide range of skills to prepare them for the next step in their learning.

Setting details

Unique reference number	507325
Local authority	Surrey
Inspection number	1061585
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	6
Number of children on roll	11
Name of registered person	
Date of previous inspection	24 January 2013
Telephone number	

The childminder registered in 1993. She lives in Horley, Surrey. The childminder provides care all week, including weekends, all year round.

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