

Childminder Report

Inspection date

18 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 prepares children well for school. For example, she teaches children to be independent and choose their own resources. Children are motivated to learn.
- The childminder monitors children's progress and identifies any gaps in their learning. She puts plans in place to ensure that all children make good progress.
- Children recognise shapes and numbers and they begin to explore their environment and make sense of the world. Children learn skills that prepare them for school.
- The childminder knows the children well and adapts her practice to suit their individual needs. The childminder has strong attachments to the children in her care. She cuddles them and gives them praise to build on their developing self-esteem.
- The childminder has good partnerships with other professionals, which helps to provide consistency in children's care and learning.
- The childminder encourages the development of young children's communication and language skills. For example, she helps them understand the patterns of speech, listening intently when they babble and talks back in response.

It is not yet outstanding because:

- At times, the childminder does not make full use of opportunities to challenge and extend the children's learning further.
- The childminder does not consistently obtain the views of parents and children to assist her in identifying how she can improve and develop her setting further.

What the setting needs to do to improve further

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

- continue to make use of all the learning opportunities that arise during daily routines to provide children with challenging activities that extend children's learning as effectively as possible
- increase opportunities to develop the involvement of parents and children in contributing their views to help improve the setting further.

Inspection activities

- The inspector observed interactions between the childminder and children.
- The inspector conducted a joint observation of an activity with the childminder.
- The inspector sampled documentation including planning, children's development records, policies and procedures.
- The inspector took into account the written views of parents.
- The childminder gave the inspector a tour of the premises.

Inspector

Susan Allen

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good understanding of safeguarding. She is clear about her role in protecting children and keeping them safe from harm. Safeguarding is effective. The childminder keeps her knowledge up to date about changes in legislation and practice effectively. The childminder updates her knowledge and attends training courses to help maintain this. For example, she is more aware of how to identify safeguarding issues after attending a recent training session. The childminder uses her observations to plan for each child's next steps in learning. She encourages parents to share information about activities they undertake at home to support continuity in children's learning. For example, she used this information to build on children's interest in physical activities.

Quality of teaching, learning and assessment is good

The childminder has a variety of toys, equipment and resources. Children learn about different cultures and disabilities in a number of ways. For example, through figures, books, puzzles, dressing-up clothes and positive images. Children explore differences and similarities, for example, through drawing and investigating different skin tones. The childminder encourages the good development of children's communication and language skills and extends their vocabularies effectively. For example, when reading she introduces words such as 'squidgy'. Children play with blocks and the childminder extends their knowledge of mathematics, for example, by asking open-ended questions and naming colours and different shapes. Children are able to express themselves through music and young children 'wiggle' to a beat on the drum.

Personal development, behaviour and welfare are good

Children learn about how others feel in a variety of ways. For example, the childminder reads stories about feelings and concerns a child may have when starting school. The childminder encourages children to have an understanding of how to keep safe. For example, she explains why fire drills are practised. The childminder is a good role model and children's behaviour is good. Children are encouraged to make choices in their play and to respect others' choices. They learn how to share and be kind to one another. The childminder practises good manners and children learn how to take turns when speaking.

Outcomes for children are good

Children are confident communicators and learn skills that prepare them for the next stage in their learning. Children have opportunities to be active in a number of ways including visits to toddler groups, parks, soft-play areas, parks with nature trails and other childminding groups. Children learn different mathematical concepts such as 'one more' and begin to have an understanding of shape and colour.

Setting details

Unique reference number	EY475319
Local authority	Surrey
Inspection number	972329
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 4
Total number of places	1
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 Banstead, Surrey. She operates her service on Monday to Friday from 7.30am to 6pm, for most of the year.

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