

Childminder Report

Inspection date

22 November 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

- Partnerships with parents are good. For example, the childminder establishes an effective two-way flow of information so that parents know how their child is progressing and how to support their child's learning at home.
- The childminder places high importance in supporting children to develop their language and communication skills. She introduces new vocabulary, such as 'butterfly' and skilfully uses questioning techniques to further consolidate children's understanding.
- Children behave well and are thoughtful to others. For example, they learn that some children need more time and support in completing activities and daily routines.
- Children thoroughly enjoy their time with this kind and caring childminder. They have lots of fun and make good progress in their learning.

It is not yet outstanding because:

- The childminder's self-evaluation does not consistently highlight specific areas for improvement and does not routinely include the views of others to aid her evaluations.
- The childminder does not make the most of opportunities to extend children's understanding of how to follow a healthy lifestyle.

What the setting needs to do to improve further

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

- strengthen systems of self-evaluation, including gathering the views of others, to help identify areas needing improvement
- use everyday opportunities more effectively to help children understand about healthy lifestyles.

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 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 has a clear understanding of how to assess and minimise potential hazards both at home and during outings. She has a secure understanding of child protection issues and what to do if she has a concern about a child's welfare. The childminder effectively monitors children to ensure they make good progress in their learning. This ensures any gaps which form in a child's learning are swiftly identified so that she can plan any additional support a child may require to help them achieve. The childminder is aware of current legislation and childcare information. For example, she takes the opportunity to complete training and networks with other providers to discuss good practice to help her better the outcomes for children.

Quality of teaching, learning and assessment is good

The childminder provides a stimulating and well-organised environment. She plans interesting activities which provides an effective level of challenge to children. For example, the childminder encourages older children to use cutters to make butterflies and stars. Children understand the subtle difference of the shapes. They explain the butterfly is the same as the picture they are colouring. Younger children enjoy the pleasure of tearing, poking and prodding the dough with glee and delight when they mix the colours together.

Personal development, behaviour and welfare are good

The childminder gathers all important information when a child first joins her setting and regularly keeps up to date with any changes. This enables her to meet children's individual care needs. The childminder is positive in her approach and acts as a good role model to children, which helps to support their well-being. Children learn about their immediate and wider community. For example, they regularly go on visits to places of interest as well as community-based child groups. Children have daily opportunities to be physically active. They enjoy visits to play parks and play areas where they learn how to safely use large scale equipment to help extend their physical skills.

Outcomes for children are good

Children form secure emotional attachments with the childminder, her family and other children that attend. They enjoy receiving consistent and meaningful levels of praise, which motivates them to learn and helps them to grow in confidence and self-esteem. Children learn social skills and good manners. For example, they learn how to negotiate with one another and how to take turns with favourite resources they wish to play with. Children are gaining important skills they need to move on in their learning and for starting school.

Setting details

Unique reference number	EY475887
Local authority	Surrey
Inspection number	988772
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	5
Number of children on roll	2
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014 and lives in Egham, Surrey. The childminder offers her service Monday to Friday for most of the year.

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