

Childminder Report

Inspection date

23 November 2016

Previous inspection date

12 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Children are happy and engaged in meaningful play and make good progress in their learning. The childminder motivates children and effectively builds on their learning through her skilful interaction.
- The childminder helps children develop their language and communication skills well. For example, she models language and provides an effective narrative for them.
- Children's behaviour is good. The childminder skilfully uses sensitive explanation and good distraction techniques to resolve any minor squabbles effectively.
- The childminder uses a variety of information sources to help her reflect on her practice, keep up to date with changes and target improvements. As part of her future plans, she has identified that further training will help her to enhance her practice. She has successfully met the areas of improvements from her previous inspection.
- The childminder completes regular observations and assessments, which help her to plan activities which follow children's current interests. This contributes towards children making good progress.

It is not yet outstanding because:

- The childminder's plans do not focus on providing the next steps in children's learning, which will promote even more rapid progress in their development.
- Occasionally, the childminder does not use questioning to help children think out their own solutions and ideas.

What the setting needs to do to improve further

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

- enhance planning for children's next steps in learning to promote even greater progress
- use every opportunity to ask questions that enable children to think and find their own solutions in their play.

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 is confident in recognising the signs and symptoms which would cause a concern about a child's welfare. She regularly completes safeguard training to ensure her knowledge is up to date. The childminder ensures she checks her home and garden so that she can minimise any potential hazards. She teaches children how to keep themselves safe during outings and walks to school. For example, they learn how to cross the road safely and ensure they are always in her eyesight. There are regular exchanges of information about children's achievements between home and the setting, which effectively promote strong partnerships with parents.

Quality of teaching, learning and assessment is good

Children's progress is closely monitored from their first day and regular assessments are in place. This enables the childminder to identify and implement timely interventions to close any gaps in children's learning. Children are keen to join in activities. For example, they investigate objects, counting them and discussing colours and sizes, which helps to support their mathematical skills. They enjoy playing with dough and delight in running a toy digger over the mound and notice the different tracks the tyres make. Children enjoy rummaging in a box as they search for alphabetic stickers to label their own artwork.

Personal development, behaviour and welfare are good

The childminder provides a stimulating and welcoming environment, which allows children to develop their independence and ability to explore. Children's care needs are effectively met. The childminder gathers all important information from parents about a child's individual needs and routines at the start of the care. For example, she follows children's home routines as closely as possible and encourages them to bring in their favourite comforters. This helps them to feel safe and secure. The childminder prepares healthy snacks and meals, which contribute towards children learning about how to lead a healthy lifestyle. Children benefit from plenty of opportunities to get fresh air and be physically active. For example, they visit local amenities, such as playgroups, parks and play areas.

Outcomes for children are good

Children form secure emotional bonds with this kind and experienced childminder. They display good levels of self-confidence and motivation and enjoy leading their own play. Children learn to be independent and manage their own care needs well. They are developing an early appreciation of differences and similarities in the world around them. Children are making good progress and acquiring the skills they need for moving on in their learning, including school.

Setting details

Unique reference number	120695
Local authority	Surrey
Inspection number	1057457
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	8
Name of registered person	
Date of previous inspection	12 May 2016
Telephone number	

The childminder registered in 1996. She lives in Tongham, Surrey. The childminder provides care Monday to Friday, from 8am to 5pm, throughout the year.

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