

Childminder Report

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| Inspection date | 30 November 2016 |
| Previous inspection date | 18 March 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 has a good knowledge and understanding of early years learning and development requirements. She works in partnership with her co-minder to ensure children benefit from a stimulating environment. All children make good progress.
- The childminder has effective relationships with other settings that children attend. She communicates with them regularly and shares information about children's learning.
- Children are happy and settled. They have good relationships with the childminder and seek her out for support and comfort if needed.
- The childminder has good relationships with parents. She shares information with them about their children's development which helps provide a consistent approach to their learning.
- The childminder has a positive attitude towards continuous improvement. She has made good progress towards addressing previous recommendations which has had a positive impact on children's learning, for example their communication and language skills.

It is not yet outstanding because:

- The childminder does not make the most of some routine opportunities to extend children's learning.
- At times, the childminder does not consider the different ways that might help settle younger children to sleep.

What the setting needs to do to improve further

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

- improve learning opportunities for children during their daily routines
- consistently ensure that the environment meets the needs of younger children to aid their well-being and learning.

Inspection activities

- The inspector observed activities and the childminder's interactions with children in the indoor environment.
- The inspector viewed children's development records and tracked their progress.
- The inspector viewed a range of written documentation including children's feedback forms, policies and risk assessments.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector spoke to some parents and viewed written feedback to gain their views.

Inspector

Hannah Barter

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge and understanding of the procedures to follow if she has concerns about a child's well-being or safety. The childminder ensures that she keeps her knowledge of current legislation up to date, for example she attends training. The childminder is keen to continuously improve her skills. She works effectively with her co-minder and other childminders in the local area. They share ideas and discuss practice. This has a positive impact on her teaching and knowledge. The childminder considers the views of parents and children when evaluating her practice. This involves them in future planning and any changes to the provision.

Quality of teaching, learning and assessment is good

The childminder supports children's development well. She makes learning enjoyable and has a good knowledge of their individual stages of development. The childminder adapts activities to meet the individual needs of each child. For example, she encouraged older children to find and create letters of their names from dough. This provided good levels of challenge and encouraged children to think. For younger children, she challenged them to recognise colours of the dough and have a go at saying them. The childminder observes and assesses children's development regularly. She monitors their progress with her co-minder and identifies any gaps in learning, which are quickly addressed.

Personal development, behaviour and welfare are good

The childminder helps children to develop healthy lifestyles. For example, she supports them to wash their hands and wipes the hands of very young children before eating. The childminder respects children and listens to their ideas and thoughts during play. For example, she asks them questions about what they are 'cooking' in the kitchen and shows a genuine interest in their games. Children behave well. The childminder encourages positive behaviour, for example, by using consistent praise and encouragement. Children have daily opportunities for outdoor play and physical activity. For example, they have access to a large outdoor space and visit toddler groups and soft-play centres to help extend their levels of activity and social skills.

Outcomes for children are good

Children make good progress in preparation for their move to school. They are learning the skills needed for future learning. For example, they listen intently to stories and follow the pictures with the childminder. Children are developing a good mathematical knowledge. For example, they confidently count shapes and have a go at naming them. Children are keen and not afraid to have a go for themselves.

Setting details

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| Unique reference number | EY450365 |
| Local authority | Surrey |
| Inspection number | 1062819 |
| 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 | 4 |
| Number of children on roll | 8 |
| Name of registered person | |
| Date of previous inspection | 18 March 2013 |
| Telephone number | |

The childminder registered in 2012. She works from the home of another childminder in Dorking, Surrey. The childminder operates her service Monday to Friday from 7am until 6pm, all year round.

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