

Childminder Report

Inspection date

12 December 2016

Previous inspection date

8 November 2012

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 quality of teaching is good. The childminder joins in with children's play and follows their interests to plan new learning opportunities.
- The childminder listens to children and is responsive to their individual needs. Children form good relationships with the childminder and other children.
- The childminder promotes children's speech and language skills well. For example, she provides a running commentary and introduces new words as children engage in play.
- The childminder evaluates the quality of her provision well. For example, she has developed effective arrangements for sharing information and working in partnership with other early years settings that children attend. Children make good progress.
- The childminder gives health and welfare the utmost priority. She implements her well-informed policies, procedures and daily risk assessments, and keeps children safe.

It is not yet outstanding because:

- The childminder does not gather enough information about children's learning when they first join the setting, to track their progress right from the start.
- The childminder does not provide the younger children with all opportunities to make choices about their play.

What the setting needs to do to improve further

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

- gather more detailed information about children's learning when they first start at the setting, to track their progress right from the start
- develop opportunities for the younger children to make independent choices about their play.

Inspection activities

- The inspector held discussions with the childminder and children throughout the inspection.
- The inspector observed the interaction between the childminder and children during activities, and held discussions about children's learning and behaviour.
- The inspector viewed the areas of the premises used for childminding.
- The inspector looked at a range of documentation including policies and procedures, risk assessments and the children's learning and assessment records.
- The inspector completed a joint observation with the childminder, and held discussions with her in relation to observations of the children's play, learning and progress.

Inspector

Jane Franks

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder regularly updates her knowledge of changes in legislation. She attends child protection training and knows the procedures to follow should she have concerns about a child's welfare. The childminder has a keen interest in professional development. She keeps up to date with current good teaching practice and uses her knowledge to improve the quality of children's care and learning. The childminder closely monitors children's progress, identifies any gaps in learning, and helps children to catch up swiftly. The childminder involves parents in their children's learning and offers suggestions to support their learning at home. Parents are complimentary about the service the childminder provides.

Quality of teaching, learning and assessment is good

The childminder knows the children well. She uses information from her assessments of their progress and provides enjoyable experiences to support their active learning. The childminder engages in playful interactions that encourage young children to respond positively to her. For example, children laugh, giggle and enjoy games such as 'peekaboo'. They listen attentively and communicate through simple words, babble and gesture. The childminder enhances children's self-esteem highly effectively. For example, she consistently praises them for their achievements. Children develop good physical skills. For example, as they thoroughly enjoy sensory activities, squeal with delight and throw leaves into the air.

Personal development, behaviour and welfare are good

The childminder creates a welcoming and homely atmosphere. Children are happy and enjoy their time at the setting. They experience many opportunities to socialise with others and develop a good understanding of their own community. For example, they visit groups and local charity shops, and find out about the people who live around them. Children learn about keeping safe and healthy. For example, the childminder provides balanced meals and snacks and teaches young children personal hygiene routines. The childminder supports children to take risks, for example, as they learn to use play equipment at the park.

Outcomes for children are good

Children are motivated and enthusiastic to learn. The childminder encourages young children to develop literacy skills and an understanding of numbers. For instance, children enjoy number songs and rhymes. Children learn to take turns, share and play cooperatively. Children show good concentration. They engage well in imaginary play and explore a selection of small-world resources. Children develop key skills for the next steps in their learning and for starting school.

Setting details

Unique reference number	EY445383
Local authority	Surrey
Inspection number	1059289
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 6
Total number of places	4
Number of children on roll	4
Name of registered person	
Date of previous inspection	8 November 2012
Telephone number	

The childminder registered in 2012. She lives in Epsom, Surrey. The provision operates Monday to Thursday from 7.15am to 6.15pm, all year round.

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