

Childminder Report

Inspection date

5 January 2017

Previous inspection date

21 May 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 makes effective assessments of the progress children make. She uses these carefully to ensure her input meets children's ongoing learning needs.
- The childminder works in close partnership with parents and staff in the other settings that children attend to ensure continuity in their development. For example, she works with them to develop effective strategies to support children.
- Children, including those who speak English as an additional language, make good progress.
- Children learn how to be healthy. For example, they understand hygienic practices and enjoy activities that help them to develop positive attitudes towards healthy foods.
- The childminder supports children well in developing confidence and independence, ready for when they move on to larger settings, such as school.
- The childminder continually learns and adds to her knowledge about how to meet the needs of young children. For example, she has recently enhanced her qualification and uses her training to improve the quality of her provision.

It is not yet outstanding because:

- On occasions, the childminder does not make the best use of all opportunities to encourage children to develop their thoughts and ideas more.
- At times, the childminder does not encourage children to make effective use of their problem-solving skills.

What the setting needs to do to improve further

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

- develop strategies that encourage children to use and extend their own thoughts and ideas to a greater extent
- improve learning opportunities that encourage children to build on and use their problem-solving skills.

Inspection activities

- The inspector observed activities inside and discussed the provision for outside play.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records.
- The inspector checked evidence of the childminder's qualifications and her suitability checks.
- The inspector held discussions with the childminder in relation to observations of children's play, learning and progress.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a confident knowledge of possible child protection concerns and knows how to act if she is worried. The childminder works effectively with another childminder to meet the needs of the children. For example, she shares knowledge from courses she attends to ensure that their teaching methods remain consistent. The childminder makes frequent evaluations of her practice from which she make improvement plans. For example, she made the resources for role play more accessible for children, who now enjoy dressing up more and competently hang clothes up.

Quality of teaching, learning and assessment is good

The childminder has a strong understanding of children's developmental needs. She makes effective use of their interests to encourage learning towards their personal goals. For example, when children asked to play with dough she used this opportunity to teach some children about shapes and others about different colours. The childminder strongly supports diversity in her setting. For instance, children find out about how everyone's lives are different when they actively experience aspects from a range of cultures, including languages, objects, foods and celebrations. The childminder celebrates the differences that exist between everybody and encourages children to share their own experiences, such as when they bring in and discuss holiday photographs.

Personal development, behaviour and welfare are good

Children develop strong bonds with the childminder. They are happy and confident in the setting. For example, they willingly and easily select resources to play with and engage freely in play. The childminder successfully encourages positive behaviour. For example, children learn to share and take turns in their play. Children behave well. For example, they tidy up without being prompted when it is time for snack. The childminder greatly values children's opinions, for example, when children choose to make red modelling dough. Children feel valued and important.

Outcomes for children are good

Children show an enthusiasm for stories. For example, young children eagerly choose books to share with the childminder and older children 'read' stories to the group. Children develop early literacy skills. They show good control of writing tools such as pencils and use them appropriately for their age. For instance, older children begin to write their names. Children learn mathematical skills, which will help them in their future learning. They have a good understanding of numbers. For example, they use them in their play and talk about the numerals that are important to them.

Setting details

Unique reference number	EY385544
Local authority	Surrey
Inspection number	1062238
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 6
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	21 May 2013
Telephone number	

The childminder registered in 2008. She lives in Epsom, Surrey and works with a co-childminder. The childminder holds a recognised early years qualification and a foundation degree. She receives funding to provide early education for children aged two, three and four years. The childminder works Monday to Friday throughout the year.

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