

Childminder Report

Inspection date

9 January 2017

Previous inspection date

1 October 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 childminder knows each child very well and is able to successfully change her practice to suit their individual needs.
- The childminder provides a broad range of well-planned activities that help children make good progress in all areas of learning.
- The childminder prepares children well for school in a number of ways. For example, she begins to sound out words for letter recognition.
- The childminder supports the children's well-being effectively. She praises them and builds on their developing self-esteem and confidence.
- The childminder keeps up to date with regard to new legislation and practice changes in a number of ways including training to help improve her practice.
- Children learn skills that will help them with their future learning. For example, they gain independence and begin to manage their personal care needs.
- Children develop good communication and language skills. They are confident during their play and interactions with the childminder and their friends.

It is not yet outstanding because:

- The childminder does not consistently seek the views of parents and children to help her identify different ways to target improvements and develop her setting further.
- The childminder does not always provide a variety of ways for children to engage with and develop their skills using information technology and discover how things work.

What the setting needs to do to improve further

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

- increase opportunities to involve parents and children regularly in the evaluation of the service and seek their views on how the setting could improve further
- build on opportunities for children to engage with, and develop skills in, information technology and find out how things work.

Inspection activities

- The inspector observed interactions between the childminder and children.
- The inspector conducted a joint observation with the childminder.
- The inspector sampled documentation, including planning, children's development records, policies and procedures.
- The inspector viewed the areas used by children.

Inspector

Susan Allen

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows what to do if she has a concern about a child's welfare and who to contact. She monitors children's progress effectively and identifies any gaps in learning and effectively puts a plan in place to address these. She works well with teachers and staff at other settings children attend to support children's progress. For example, she shares children's development records and next steps to continue children's learning. The childminder offers ideas for activities at home with parents. For example, she shared an activity to help develop children's knowledge of positional language using words such as 'over' and 'under'.

Quality of teaching, learning and assessment is good

The childminder encourages the good development of children's speech and language skills, and extends their vocabulary effectively. For example, she introduces words such as 'hydrated' during a discussion about the effect drinking water has on the body. The childminder effectively supports children to explore how they are different, and to explore special educational needs and/or disabilities. For example, they use resources such as play figures, puzzles and dressing-up clothes. The childminder effectively supports children's mathematical skills well. For example, they complete simple additions and explore weights. The childminder effectively uses her observations to plan for each child's next steps in learning and follows their interests. Children are able to choose their own resources and are motivated learners.

Personal development, behaviour and welfare are good

The childminder is a good role model and children's behaviour is good. The childminder encourages good manners and children learn to share and take turns. She effectively teaches children about how to manage their own safety and how to identify potential hazards. For example, children learn that discarded toys may be a trip hazard and learn to put their toys away. Children are learning to be caring towards others. For example, a child fell over and another child checked he was unhurt and helped him up. The childminder teaches children effectively about healthy eating in a variety of ways, such as through discussions and pictorial resources.

Outcomes for children are good

Children are prepared well for school. For example, children are aware of their own needs and are learning to put their own coats on and how to do buttons up. Children have good communication and language skills and are beginning to learn how to write their name and count and name shapes. Children develop good social and physical skills through a variety of experiences, including visits to the park and walks to school.

Setting details

Unique reference number	EY444058
Local authority	Surrey
Inspection number	1059218
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 6
Total number of places	5
Number of children on roll	2
Name of registered person	
Date of previous inspection	1 October 2012
Telephone number	

The childminder registered in 2011. She lives in Banstead, Surrey. She operates her service Monday to Friday from 7.30am to 6pm.

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