

Childminder Report

Inspection date

24 January 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 provides a welcoming and stimulating environment. She plans exciting activities that extend children's interests and motivate their learning. Children make good progress and are ready for the next stage in their development.
- The quality of teaching is good. The childminder has a thorough understanding of how children learn through play and provides appropriate learning experiences.
- Children form strong relationships with the childminder and each other. This helps them to feel emotionally secure and happy. They quickly become independent learners.
- The childminder manages children's behaviour very well. For example, she provides consistent boundaries, praises children's achievements and teaches them good manners.
- The childminder establishes effective partnerships with parents and other professionals involved with children. There are strong channels of communication, helping to extend a good, shared approach to children's care and learning.

It is not yet outstanding because:

- The childminder does not use all opportunities to extend children's understanding of the natural world.
- The childminder does not make the fullest use of self-evaluation to focus sharply on areas for further development to help her improve outcomes for children even more.

What the setting needs to do to improve further

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

- extend opportunities for children to develop their understanding of the natural world
- build on the already good self-evaluation to target more precisely areas for improvement that will enhance the quality of the provision and further benefit children's learning.

Inspection activities

- The inspector observed the interactions between the childminder and the children during activities.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector viewed all areas of the premises used for childminding.
- The inspector looked at a range of documentation, including policies and procedures, suitability checks and children's records.
- The inspector discussed the childminder's self-evaluation with her.

Inspector

Marvet Gayle

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good understanding of how to support the safety and welfare of children. She carries out thorough risk assessments and continuously supports children's safety in the home and on outings. Safeguarding is effective. The childminder completes safeguarding training and has a secure knowledge of the procedures to follow to raise concerns about a child's welfare. The childminder monitors children's progress closely. For example, she quickly identifies and addresses any gaps in their learning and works with the relevant professionals to help reduce these. Children make good progress. Parents comment that they are happy with the care of their children.

Quality of teaching, learning and assessment is good

The childminder supports children's learning and development well. She interacts well with children and encourages their engagement. The childminder successfully helps children to understand mathematical ideas. For example, they sort pictures of fruits into groups, count them and talk about colours. Children's communication and language skills are supported effectively. For example, the childminder models vocabulary and makes good use of questioning to develop all children's speaking skills. The childminder carries out regular observations and assessments of children's progress and uses these to help her plan for their individual learning needs. She understands the children's abilities and shares this information with parents, to help involve them in their children's learning.

Personal development, behaviour and welfare are good

The childminder meets children's emotional needs and care routines well. She encourages children to respect and value each other. For example, she provides opportunities for them to play together and encourages good sharing and turn taking. The childminder provides good opportunities for children to learn about and explore cultural differences when celebrating festivals. This helps them develop positive attitudes to others and to become aware of diversity. The childminder is a positive role model for children and sets clear expectations and boundaries. Children quickly learn how to express their feelings. The childminder offers a range of healthy snacks and meals, and children learn about good hygiene, helping to encourage healthy lifestyles. Children are physically active and enjoy plenty of fresh air daily.

Outcomes for children are good

Children develop their physical skills through different experiences. For example, they explore with fasteners during role play and use pencils. Children are independent, confident and develop good speaking skills. They learn new words, answer questions and share their thoughts and ideas with the childminder. Children make good progress and develop the skills they need to be ready for the next stage in their learning.

Setting details

Unique reference number	EY482810
Local authority	Surrey
Inspection number	993858
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	4
Number of children on roll	7
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014. She lives in Epsom, Surrey. She provides care from Monday to Friday, 7am to 6.30pm, all year round.

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