

Childminder Report

Inspection date

3 February 2017

Previous inspection date

28 January 2014

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 reflects on her practice well and includes the views of parents and children. She continues to introduce positive new ideas and makes effective changes to help improve children's experiences and outcomes.
- The childminder takes the time to get to know each child well and builds strong relationships with them. She is very caring and children feel happy and ready to learn.
- The childminder regularly observes children's play and checks their development closely. She quickly identifies any gaps in learning and offers further support. Children make good progress in learning from their starting points.
- Parent partnerships are very strong. The childminder keeps parents fully informed about children's welfare and learning. She regularly shares valuable ideas for how parents can further support children's next steps in learning at home.
- The childminder regularly takes children to different local activities and they spend time engaging with other childminders and children. Children develop good confidence and social skills.

It is not yet outstanding because:

- Occasionally, the childminder does not give children enough time to gather their thoughts and respond to questions to fully support children's thinking skills.
- The childminder does not make the most of some opportunities to encourage children's understanding of the importance of healthy lifestyles.

What the setting needs to do to improve further

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

- give children more time to answer questions and further develop their thinking skills
- make the most of opportunities to support children's understanding of the importance of a healthy lifestyle further.

Inspection activities

- The inspector observed children and the childminder playing together.
- The inspector examined a sample of documentation, including safeguarding policies and procedures, and children's records.
- The inspector and childminder discussed the play activities and children's learning during the inspection and undertook a joint observation of children's play.
- The inspector observed the quality of teaching and the impact this had on children's learning.

Inspector

Ben Parsons

Inspection findings

Effectiveness of the leadership and management is good

The childminder provides a very well-organised and welcoming home environment for children. She regularly reviews the effectiveness of the provision and uses development plans to help make further improvements. For example, she has recently introduced early literacy sessions with children to support their understanding of letters and sounds. The childminder effectively develops her skills and knowledge. For example, she shares ideas with other childminders and attends relevant training. After recent training, she added more mathematical resources to support children's outdoor learning, such as weighing scales and number lines. Safeguarding is effective. The childminder has a thorough understanding of local safeguarding procedures. She knows the action to take if she has concerns about the welfare of a child, including from extremist views.

Quality of teaching, learning and assessment is good

The childminder plans accurate next steps in learning for children and uses their interests to help provide fun and challenging activities. For example, children used props to act out their favourite stories. The childminder encouraged them to help her tell the story and to think about what might happen next. The childminder supports children's mathematical skills very well. For example, children counted how many pieces of apple they had for a snack and worked out which of their bowls had the most in. The childminder effectively supports children's language development. For instance, she encourages interesting conversation and introduces new words during children's play.

Personal development, behaviour and welfare are good

Children enjoy regular outdoor play and exercise in the well-equipped garden and go on interesting trips to explore local parks and nature. The childminder is a good role model for children and consistently supports and praises their good behaviour. Children make strong friendships and are very kind and considerate of each other's needs. For example, they happily pass each other paper and pencils, so they all have the resources they need to draw. Children are independent and have a good awareness of hygiene. They confidently wash their hands and blow their noses and know to wash away the germs.

Outcomes for children are good

Children engage well in their chosen activities and are motivated learners. For example, they pay attention to detail as they draw detailed pictures and complete complex puzzles. Children develop very good mathematical skills and confidently compare sizes and shapes. They show good imagination and enjoy acting out different scenarios, such as looking after baby dolls. Children have a good sense of self-esteem and take pride in their achievements. They are quickly learning the skills needed for their next stage in learning and for school.

Setting details

Unique reference number	EY464003
Local authority	Surrey
Inspection number	1069390
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 7
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	28 January 2014
Telephone number	

The childminder registered in 2013. She lives in Redhill, Surrey. The childminder has a childcare qualification at level 3. She provides care for children between 9am and 2.30pm and between 3.35pm and 7pm, each weekday during term-time, all year round. She also provides care for similar hours during school holidays, but starts from 8am.

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