

Childminder Report

Inspection date	13 February 2017
Previous inspection date	10 June 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 monitors and tracks children's progress. She identifies any gaps in learning and, if necessary, implements a development plan to support children's ongoing development.
- Children form warm and secure attachments to the childminder. She encourages children to choose their own activities. Children are inspired to learn.
- The childminder has a good understanding of children's individual needs. She plans a variety of activities that support all children to make good progress in their learning.
- The childminder has a good settling-in procedure. She gets to know children immediately so she is able to plan effectively to support their development from the start.
- The childminder uses a variety of ways to keep up to date with new legislation and practice changes. For example, she networks with other childminders. This helps to improve her teaching skills and provide good outcomes for children in her care.
- The childminder has a professional approach and works well with her co-childminder. For instance, they constantly reflect on and review each other's practice.

It is not yet outstanding because:

- The childminder does not consistently develop partnerships with other settings and schools that children attend to enable her to fully support their learning.
- The childminder does not consistently make resources easily available for children who prefer to play outside to make marks with and help build their early writing skills.

What the setting needs to do to improve further

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

- build on partnerships with other settings and schools that children attend to support a more consistent approach to their learning and development
- provide more opportunities for children to practise their early writing skills, particularly for those children who prefer to play and learn outdoors.

Inspection activities

- The inspector viewed the premises.
- The inspector observed the childminder interacting with children.
- The inspector conducted a joint observation with the childminder and held discussions about children's development and progress.
- The inspector sampled documentation, including planning, children's development records, policies and procedures.
- The inspector took into account the verbal views of parents.

Inspector

Susan Allen

Inspection findings

Effectiveness of the leadership and management is good

The childminder has good partnerships with parents and uses a variety of ways to share children's development. This helps to provide consistency in planning for children's care and next steps in learning both at home and in the setting. The childminder seeks the views of children and parents to help develop their experiences at her setting. For example, since her last inspection, the addition of a 'mud kitchen' has enabled children to use their senses to explore the natural environment. Safeguarding is effective. The childminder knows who to contact if she has a concern for a child's welfare. She is aware of the signs to look out for to protect children and keep them safe from harm.

Quality of teaching, learning and assessment is good

Children learn skills that help them be ready for school. For example, the childminder asks challenging questions, such as 'What else do seeds need to help make them grow?' Children begin to think for themselves. The childminder supports children's awareness of diversity and provides resources that reflect disability and cultural differences positively. For example, children play with puzzles that show similarities and differences in skin, veins and bones. Children visit the woods and learn how to build nests and use tools, such as magnifying glasses or binoculars. They learn to explore the world. Children develop good communication and language skills. For example, the childminder extends their vocabulary by using words such as 'prickly' when discussing cacti.

Personal development, behaviour and welfare are good

Children are happy and confident. They begin to learn skills that help prepare them for the next stage in their learning. They gain independence and begin to manage their personal care needs. For example, children know about infection control and put their hands over their mouths while coughing. Children benefit from fresh air and exercise, such as during visits to parks and walks in the woods. The childminder provides healthy meals and snacks. She helps children to have a good understanding of a healthy lifestyle and the positive effect it has on our bodies. For example, children know that food goes into the tummy and helps our muscles to grow. The childminder acts as a positive role model for children. She helps build children's self-esteem and consistently acknowledges their good behaviour. She is able to effectively meet the needs of children in her care.

Outcomes for children are good

Children begin to understand mathematical language and recognise shapes, numbers and quantities. Children develop good social skills through a variety of interesting experiences such as visits to the ballet. Children's physical skills develop well, for example, as they play outside on large equipment. Children learn to manage simple skills for themselves, for example, they do their own zips up and put their own wellington boots on.

Setting details

Unique reference number	EY393676
Local authority	Surrey
Inspection number	1068944
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	5
Number of children on roll	8
Name of registered person	
Date of previous inspection	10 June 2014
Telephone number	

The childminder registered in 2009. She lives in Merstham, near Redhill, in Surrey. She works alongside her husband, who is also a registered childminder. The childminder operates from Monday to Friday, 7am to 7pm, all year. She is also registered for overnight care. The childminder has a recognised early years qualification at level 3 and has qualified teacher status.

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