

Childminder Report

Inspection date

13 February 2017

Previous inspection date

16 May 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's good settling-in procedures and comprehensive information about the child enable the childminder to plan for the children's progress right from the start.
- Children recognise shapes and are beginning to explore the environment and make sense of the world. Children learn skills that help them prepare for future learning.
- The childminder keeps his knowledge current, for example, with regard to new legislation and changing practice. For example, he now follows children's interests to help him plan activities. Children progress well and are keen to learn.
- Together with the co-childminder, the childminder provides a safe and welcoming environment. They work together to plan a broad range of activities.
- They choose their own resources and begin to use various tools and equipment.
- The childminder encourages children's speech patterns. For example, he takes turns when speaking and allows time for children to repeat or babble back to him.

It is not yet outstanding because:

- The childminder has not yet fully developed partnerships with other settings that children attend to support their learning even further.
- The childminder does not consistently give each parent details on how they can help extend their children's learning at home.

What the setting needs to do to improve further

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

- strengthen the relationships with other early years settings that children attend and use a shared approach to build on children's learning and development
- continue to build on opportunities to support parents to extend their children's learning at home further.

Inspection activities

- The inspector viewed the premises.
- The inspector observed the childminder interacting with 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 took into account the written views of parents.

Inspector

Susan Allen

Inspection findings

Effectiveness of the leadership and management is good

The childminder works well with parents. He reflects on his practice, with his co-childminder, and effectively includes the views of parents and children when seeking to improve his setting. For example, he purchased additional resources to support a child who enjoyed playing with water, such as pipes and waterwheels. Since the last inspection the childminder now observes and monitors children's progress carefully and plans the next steps for children's learning. He knows the children well and is able to successfully plan activities that follow the children's interests. For example, after identifying children's interests in vehicles, he pointed out similarities and differences to extend on their learning. Safeguarding is effective. The childminder has a good understanding of the signs that a child may be at risk of harm and knows what to do if he has any concerns.

Quality of teaching, learning and assessment is good

The childminder teaches children about technology using toys with buttons. They begin to understand how things work and that some things work for a purpose. Children are motivated to learn, and develop confidence and good independence skills. The childminder is able to adapt activities for children of all abilities. For example, while reading a book about a fireman he extended language by adding words for the younger children, such as 'yellow hat', 'car transporter', and then for the older children 'breathing mask'. The childminder organises and plans activities to support children to explore the natural world. For example, children made their own bird feeders by mixing seeds, nuts and dried worms together. Children have a good understanding of the world around them.

Personal development, behaviour and welfare are good

The childminder effectively teaches children to gain awareness about their personal safety and risk. For example, children know to ride their tricycles away from the edge of the steps while playing in the garden. The childminder is a good role model and children learn to take turns, share and use good manners. He supports children's developing self-esteem effectively. For example, he comforts them, offers them praise and helps to develop their emotional well-being. The childminder supports children as they begin to develop a good understanding of healthy eating. For example, through discussions about fruits and healthy snacks and how they help our bodies to grow.

Outcomes for children are good

Children develop good communication and language skills. The childminder uses a variety of ways to effectively do this. For example, he sounds out words and children begin to link letters and sounds. Children have opportunities to be active in a number of ways, including trips to the park and walking in the woods. Children also develop good social skills through a range of visits in the community, such as play groups and toddler groups.

Setting details

Unique reference number	EY408606
Local authority	Surrey
Inspection number	1068995
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	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	16 May 2014
Telephone number	

The childminder registered in 2010. He lives in Merstham near Redhill in Surrey. The childminder works alongside his wife, who is also a registered childminder. He operates his service on Monday to Friday from 7am to 7pm, all year round. He is also registered for overnight care. He has a recognised early years qualification at level 3.

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