

Childminder Report

Inspection date	16 February 2017
Previous inspection date	10 October 2013

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 works well in partnership with parents to keep them informed of their children's progress. She has good links with other early years settings that children attend and ensures a continuous approach to children's care, learning and development.
- The childminder makes accurate assessments of children and plans appropriate next steps for their learning, considering their interests and developmental stage. She monitors children's development effectively and identifies any gaps in learning. All children make good progress.
- The childminder supports children's emotional development skilfully. For example, she uses stories and creative activities effectively to help children explore a range of feelings.
- The childminder provides lots of opportunities for children to develop their early literacy skills indoors and outdoors. For example, the childminder and her assistant talk to children about the sounds in words and children write using chalks outdoors.

It is not yet outstanding because:

- The childminder and her assistant complete tasks for children that they could manage by themselves. This does not support children's independence fully.
- The childminder and her assistant sometimes overlook opportunities to help children learn how to make healthy choices in relation to food.

What the setting needs to do to improve further

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

- consider when to give children more time to manage tasks independently to help them make even better progress
- make better use of opportunities that arise to support children's understanding of healthy lifestyles, particularly in relation to food.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and her assistant at appropriate times during the inspection.
- The inspector and the childminder observed an activity and discussed it together.
- The inspector looked at relevant documentation, including suitability checks, policies and children's records.
- The inspector took account of parents' views.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management is good

The childminder reflects regularly on her practice and continues to develop and improve her knowledge. This has helped her to maintain the good standard of service she provides since her last inspection. For example, she attends training, talks to other early years providers and does her own research. Recent training has helped her to plan activities to further support children's creative ideas. Safeguarding is effective. The childminder and her assistant have a good knowledge of how to keep children safe and the correct procedures to follow if they have concerns regarding children's welfare. The childminder supports her assistant well. She provides training and ensures that her assistant has the skills needed to help children make good progress.

Quality of teaching, learning and assessment is good

The childminder and her assistant are skilled in supporting young children's communication and language development. For example, they listen carefully to what children say, introduce new words to help them to extend their vocabulary and value their different languages. The childminder and her assistant support children's mathematical understanding well. For instance, they count objects with children, and children enjoy number rhymes. The childminder plans a variety of interesting activities to help children develop their understanding of the world, such as growing plants and exploring changes during cooking processes. The childminder provides lots of opportunities for children to develop their physical skills. For instance, children have fun playing parachute games in the garden and learn how to climb steps to a slide safely.

Personal development, behaviour and welfare are good

The childminder and her assistant treat children with warmth and affection. Children settle in quickly and are happy and secure. The childminder plans a range of activities to raise children's awareness of the diversity of the community they live in. For example, children enjoy a range of celebrations, such as Latvian Independence Day, and eat foods from different cultures. The childminder and her assistant are positive role models for children and manage children's behaviour well. For instance, they teach children good manners and to play cooperatively. Children's behaviour is good.

Outcomes for children are good

Children are motivated, engaged and challenged during activities. They develop a good range of skills that prepare them well for their future learning. For example, children recognise letters in their names and enjoy sharing books. Children develop good social skills and are keen to involve friends in their play. For example, they demonstrated good teamwork as they worked together to build a castle. Children make decisions and express their ideas clearly and confidently.

Setting details

Unique reference number	EY357610
Local authority	Surrey
Inspection number	1062069
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	10 October 2013
Telephone number	

The childminder registered in 2007. She operates from her home in Walton-on-Thames, Surrey. She works Monday to Friday from 8am to 6pm and works with an assistant. The childminder holds a relevant early years qualification at level 3.

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