

Childminder Report

Inspection date	27 March 2017
Previous inspection date	15 January 2015

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 uses her knowledge of the children to provide a range of activities that meet the different needs of individuals. Children like coming to the warm, friendly and caring setting and settle quickly.
- Children behave well and readily share toys and activities with each other. The childminder helps the children to consider how their behaviour affects others. This helps to develop their positive emotional well-being effectively.
- Children make good levels of progress typical for their age and stage of development. The childminder has a good knowledge of how young children learn, which helps her to plan a good range of activities and experiences. Children enjoy their learning, for instance, they fetch dolls to put in the prams when they are role playing outside.
- Partnerships with parents are good. The childminder works closely with parents to share information about children's progress. Parents add to the childminder's information, such as by sharing what the family did on holiday.
- There are good relationships with other settings that children attend and the local schools they move on to. Children are well-prepared for the next stage in their learning.

It is not yet outstanding because:

- On occasions, the childminder misses opportunities to support children effectively to become more deeply involved in their play and to concentrate for longer.

What the setting needs to do to improve further

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

- offer children enhanced opportunities to become more deeply involved in their play, concentrate for longer and develop the play using their own experiences.

Inspection activities

- The inspector observed children playing in the garden.
- The inspector observed and assessed the quality of teaching and learning.
- The inspector took account of parents' spoken and written views.
- The inspector held discussions with the childminder in relation to observations of children's play and progress.
- The inspector looked at a wide range of documentation, including children's records, certificates and attendance registers.

Inspector

Heather Rushton

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good understanding of children's needs. She monitors children's progress well, which helps her to prepare activities to motivate and engage them in their learning. The childminder knows the strengths of her setting well and identifies where she needs to develop further. Safeguarding is effective. The childminder has increased her knowledge of the possible causes for concern about children's welfare and safety to help keep them safe. The childminder attends courses and regularly shares ideas with other childminders to help improve her practice. She offers toys and experiences that reflect the wider world, and encourages children to notice and value differences in other people. For example, when out walking, children talk about the different languages they hear.

Quality of teaching, learning and assessment is good

The childminder has high expectations of the progress that children can make. She has a good knowledge of children's interests and uses this effectively to provide opportunities for children to practise their knowledge of language and number. For instance, when they are outside, children chalk numbers on to the pavement and use them to count to fifteen. Children enjoy playing with the water. They talk about watering the plants which will help them to grow. They spot models of frogs and robins hiding in bushes. Children enjoy creative activities. For example, they made rabbit masks for Easter and talked about the different coloured whiskers they will stick on to complete the rabbit's face.

Personal development, behaviour and welfare are good

Children are very happy and confident with the childminder. They settle quickly and enjoy her reassurance and comforting cuddles. She knows their likes and dislikes well. Children are encouraged to be independent. For example, when the childminder suggested it was time for a snack, the children confidently asked to have it as a picnic on the blanket outside. Children develop their physical skills well, for example, using their energy to ride on wheeled toys and to run and jump. Children like the childminder's dog. They talk about the dog's behaviour and what is expected. This helps them to understand how to care for themselves, animals and others.

Outcomes for children are good

Children learn to read and recognise sounds, and to count and match numbers to the numerals. They enjoy their play and engage in activities happily, showing respect for others. For example, children giggle with delight as the stacked cubes fall down, and ask questions if the numbers are not in the right order. Children love singing and join in enthusiastically with action songs and rhymes they know. Children are confident and remember their manners. They are well prepared for their next stage in learning.

Setting details

Unique reference number	EY368623
Local authority	Surrey
Inspection number	1085613
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	3
Name of registered person	
Date of previous inspection	15 January 2015
Telephone number	

The childminder registered in 2008. She lives in Woking, Surrey. She cares for children three days a week, term time only. The childminder is in receipt of funding for the provision of free early education for children aged three and four.

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