

Childminder Report

Inspection date

5 June 2017

Previous inspection date

9 September 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 children's progress well. She identifies any gaps in learning and plans effectively to address these to help children make good progress.
- Children are keen to learn. They develop good levels of independence and confidence. For example, they choose their own resources and follow their own interests.
- The childminder keeps her knowledge current with regard to new legislation and practice changes to help improve her skills. For example, after attending recent safeguarding training, she is better able to identify vulnerable children.
- The childminder knows the children very well. She forms strong attachments to them. They are keen to learn in a safe and welcoming environment, where they are valued and respected.
- The childminder supports children's emotional well-being effectively. For example, she gives children specific praise to build on their developing self-esteem.
- Children learn the skills they need to help them with their future learning. For example, they learn to share, take turns and begin to manage tasks on their own.

It is not yet outstanding because:

- Sometimes, the childminder does not make the best possible use of opportunities to challenge and extend children even further in their mathematical skills.
- Occasionally, the childminder misses opportunities to extend children's emerging pre-writing skills in the outdoor area.

What the setting needs to do to improve further

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

- build further on opportunities to extend and challenge children in developing their awareness of mathematical concepts
- extend opportunities to develop children's emerging pre-writing skills, especially for those who learn better outside.

Inspection activities

- The inspector observed interactions between the childminder and children.
- The inspector conducted a joint observation with the childminder.
- The inspector sampled documentation, including planning, children's development records, and policies and procedures.
- The inspector took parents' written views into account.
- The inspector viewed the areas used by children.

Inspector

Susan Allen

Inspection findings

Effectiveness of the leadership and management is good

The childminder regularly reflects on and evaluates her practice well. She reviews activities with children and parents and seeks their opinion on how she can improve the setting. For example, after discussing a well-planned sticking activity, she found children had not enjoyed it because the glue stick had been ineffective, but when she introduced different glue, the activity worked much better. The childminder has a good relationship with parents and works well with them to support children's learning at home. For example, she suggested strategies, such as sharing nursery rhymes, to help children's developing speech. Safeguarding is effective. The childminder is aware of what to look out for if she has a concern about a child's welfare and has clear procedures to follow.

Quality of teaching, learning and assessment is good

The childminder supports children to explore differences and understand disability well, for example, through toys, books and other resources. Children choose their own resources from easily accessible storage units. The childminder prepares children effectively for their move on to school. For example, children learn to recognise their names and begin to link letters and sounds. Children explore and use their senses well. For example, they enjoy singing action songs and rhymes, playing music and moving their bodies to the music.

Personal development, behaviour and welfare are good

The childminder is a good role model and the children's behaviour is good. She promotes children's independence well. For example, children learn to put their own coats and shoes on when going to play outside. The childminder successfully challenges children's stereotypical views. For instance, when discussing fire safety, she explains how both boys and girls could choose to become a firefighter. The childminder uses toys to explain the fire drill to children in a way they understand. For example, she uses a wooden fire truck and figures to explain the dangers of fire and how to remain calm when taking part in a fire evacuation drill. She teaches children about personal safety well. For example, she role plays in the garden how to cross a road safely.

Outcomes for children are good

Children learn about the importance of technology, such as when using toys with buttons. They learn good communication skills and have a range of resources to investigate. For example, while playing a role-play game, the childminder explains how to use a whisk. Children develop good social skills through a variety of exciting experiences, such as visits to toddler groups, the library and parks. Children learn to express themselves well during music sessions, for example, at a local rhyme-time music group. Children's physical skills develop well, for example, as they play on large equipment.

Setting details

Unique reference number	121465
Local authority	Surrey
Inspection number	1070196
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	4
Number of children on roll	2
Name of registered person	
Date of previous inspection	9 September 2014
Telephone number	

The childminder registered in 1977. She lives in the village of Merstham near Redhill, Surrey. She operates Monday to Friday from 8.30am to 5.30pm all year. She has a recognised childcare qualification at level 3.

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