

Childminder Report

Inspection date

8 June 2017

Previous inspection date

27 April 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 provides children with a relaxed and friendly home environment. Children develop a positive sense of belonging and establish warm and secure relationships with the childminder. This supports their emotional well-being.
- Observations and assessments are effective. The childminder has a good knowledge of children's stage of development and monitors their ongoing progress. She plans a range of exciting activities that motivate and challenge children's learning. Children make good progress.
- The children select play items independently and they confidently approach the childminder for help when needed. This shows they feel safe and secure in her care and their behaviour is good.
- The childminder values the views of parents, for example, she regularly sends out questionnaires to gather their feedback. Parents share that they are happy with the care she provides.

It is not yet outstanding because:

- The childminder does not make full use of opportunities to develop her knowledge and skills even further, to help to continually raise the children's learning experiences further.
- The childminder does not explore further ways to gather more information from parents about children's current interests and achievements at home.

What the setting needs to do to improve further

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

- make the best possible use of opportunities to develop and extend skills and knowledge, to help raise the quality of the provision even further
- build on ways to gather even more information about children's achievements and interests at home, to promote continuity in their learning.

Inspection activities

- The inspector observed children engaged in activities with the childminder.
- The inspector had discussions with the childminder about her practice and children's learning and development.
- The inspector looked at a selection of safeguarding procedures, children's development records and discussed the childminder's self-evaluation.
- The inspector read letters and questionnaires from parents and took into account their views.
- The inspector looked at areas of the home used by children.

Inspector

Janet Thouless

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of how to recognise and report child protection concerns. She keeps her knowledge of safeguarding matters up to date effectively, for example, through reading the latest legislation and by accessing online resources. The childminder reflects on her practice and has made effective changes to improve children's experiences. These include extending opportunities for children to explore the natural world and planting a range of fruits in the garden. She has established links with other settings that children attend and has a good awareness of what they learn there so she can support their learning further.

Quality of teaching, learning and assessment is good

The childminder offers an interesting and challenging environment. She knows the children well, and plans effectively for their individual learning. The childminder is highly effective at supporting younger children's early communication and language skills. For example, she engages them in many worthwhile conversations and emphasises key words to help enhance their understanding and their speaking skills. The childminder provides good opportunities to extend children's mathematical skills. For instance, she encourages older children to measure and count their tower of bricks. Children enjoy opportunities to help develop their imagination. For example, they make apples as they explore dough.

Personal development, behaviour and welfare are good

Children make strong friendships and show delight in including each other in their play, such as sharing tools and ideas in dough play. Children have good opportunities to learn about how to manage risk and their own safety. For example, the childminder offers good explanations to children about the possibility that outdoor play equipment might be wet and slippery from the rain. The childminder supports children's good health effectively and talks to them about the importance of making healthy choices at mealtimes. Children are independent and confidently manage their own needs. For instance, they help to prepare snack, pour their drinks and use the toilet. Children develop a good understanding of similarities and differences between themselves and others to support their awareness of diversity.

Outcomes for children are good

Children are confident and active learners who enjoy trying new things. Older children learn good literacy skills; they know how to write their names and link letters to the sounds they represent. Children play outside every day to practise their physical skills. For example, they enjoy the use of balance bicycles, participate in ball games and manoeuvre their bodies around a climbing frame. They are well prepared for their future learning and for the move to school.

Setting details

Unique reference number	EY289760
Local authority	Surrey
Inspection number	1092039
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	5
Number of children on roll	4
Name of registered person	
Date of previous inspection	27 April 2015
Telephone number	

The childminder registered in 2004. She lives in Hookwood, Horley, Surrey. The childminder works from 7am to 7pm, Monday to Friday, for most of the year. The childminder receives funding to provide free early education for children aged two, three and four years. She holds an appropriate early years qualification at level 3.

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