

Childminder Report

Inspection date

13 June 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 knows children well and supports them effectively to make steady progress from their starting points. Children who are not reaching expected levels of development when the childminder first starts to care for them, quickly learn new skills.
- Children are provided with good continuity of care and learning. The childminder works closely with parents to observe, assess and monitor children's development and meet their individual needs. She discusses children's ongoing progress with parents, including any help children need to reduce gaps in their development.
- Children are motivated learners. They eagerly and independently explore the good range of resources. The childminder supports children's confidence and ability to have a go and do things for themselves. For example, children show determination while learning to use cutlery to feed themselves.
- The childminder keeps children safe at all times. She supervises them well, identifies and removes any hazards and supports them to develop an understanding of their own safety.

It is not yet outstanding because:

- At times, the childminder does not make full use of opportunities to help children learn how to behave appropriately towards others to support their emerging social skills.
- The childminder does not develop children's curiosity about similarities and differences between themselves and others in society.

What the setting needs to do to improve further

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

- develop children's understanding of how to behave towards others further to support their emerging social skills
- develop children's curiosity about similarities and differences that connect them to, and distinguish them from, others in society.

Inspection activities

- The inspector observed indoor and outdoor activities.
- The inspector talked with children and the childminder.
- The inspector looked at a sample of documentation and discussed self-evaluation.
- The inspector completed a joint observation with the childminder.
- The inspector took account of parents' comments seen in documentation.

Inspector

Catherine Greenwood

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection procedures. She keeps up to date with child protection information provided by the local authority. For example, she has joined an online local authority safeguarding children's board forum that provides her with current information. The childminder uses her previous teaching experience to help children be well prepared for starting school. Overall, the childminder uses self-evaluation well to continually improve children's care and learning. Since registration, she has introduced ideas provided by the local authority. For example, children develop their senses while exploring items in a basket of everyday objects.

Quality of teaching, learning and assessment is good

The childminder challenges children's development effectively. For example, children develop the confidence and control to use slides and climbing apparatus independently, indoors and outdoors. Children are keen to learn and use the new words they hear. The childminder asks questions that encourage children to share what they know and learn more. For example, while looking at books with the childminder, children remember and use actions related to songs they know about a crocodile. The childminder provides a wide range of activities that support children's learning and development effectively. For example, she takes children to farms, zoos, country parks and garden centres where they see animals and learn about the features of living things. Children explore natural items which they collect on 'autumn walks', such as leaves, fir cones and conkers.

Personal development, behaviour and welfare are good

Children are happy and settled. They form close relationships with the childminder, who provides them with a positive role model. For example, she patiently supports them to achieve their aims and develops their confidence to have a go during activities. The childminder often praises children when they achieve a new skill or show her what they can do. For instance, when they use scoops and spoons to transfer dried rice and pasta into containers. The childminder fully supports children's good health. For example, children thoroughly enjoy eating home-cooked meals that include a wide variety of fresh fruits and vegetables.

Outcomes for children are good

Children develop the skills they need for starting school. They show great interest in books, handle them carefully and concentrate well while looking at the pictures. Children quickly learn how things work; for example, while operating response buttons in books to create sounds made by animals. Children develop good pre-writing skills. For example, they enthusiastically explore ice cubes mixed with paint, which they use to make marks and patterns on paper.

Setting details

Unique reference number	EY486159
Local authority	Surrey
Inspection number	1008298
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 1
Total number of places	4
Number of children on roll	2
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015. She lives in Farnham, Surrey. The childminder provides care for children from Monday to Friday, for most of the year. She holds a primary teaching qualification.

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