

Childminder Report

Inspection date

20 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 supports children's language skills well. For example, they enjoy repeating rhymes and songs together, copying actions the childminder makes.
- The childminder is a good role model for children. She gives them plenty of praise and encouragement to help them develop good levels of confidence and self-esteem. Children behave well.
- The childminder keeps track of children's ongoing development and uses her observations to successfully plan the next steps in their learning. She shares the information with parents to support children's good progress.
- Children are keen to take part in a broad range of learning experiences, which the childminder plans according to the children's interests and development. All children make good progress in their learning.
- The childminder responds to children's emotional needs and interests well. For example, she is quick to recognise when children need reassurance from her.

It is not yet outstanding because:

- The childminder does not fully seek information from parents about their child's abilities when they first start. This does not help her plan for children's learning more precisely from the outset.
- The childminder does not make the best use of all opportunities to help children's growing independence to do things for themselves.

What the setting needs to do to improve further

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

- gain more in-depth information about what children can already do when they start at the setting, to inform planning to extend children's learning from the outset
- make better use of opportunities as they arise to help children do things for themselves and encourage their independence even more.

Inspection activities

- The inspector toured the premises and observed children taking part in activities, and evaluated the impact on their learning.
- The inspector sampled a range of documentation, including records of children's learning and suitability checks for adults living in the household.
- The inspector spoke with the childminder at convenient times during the inspection.

Inspector

Claire Boparai

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a clear understanding of her responsibilities to help keep children safe. She knows the reporting procedures to follow should she have any concerns about their well-being. The childminder uses knowledge gained from training to benefit children and improve their outcomes. For example, she has used this to help extend children's learning through their chosen play. The childminder uses self-evaluation to reflect and help her continue to build on her provision, listening to the views of parents and children. For example, she has organised areas children play in to help them make choices in their play.

Quality of teaching, learning and assessment is good

The childminder understands the importance of children learning through play. She makes accurate assessments and carefully monitors children's progress across all areas of learning. The childminder understands how to differentiate activities, depending on the age and stage of children's development. For example, she encourages younger children to use their fingers and hands to explore different sized pompoms and provides older children with bowls and tweezers to sort them into colours. She helps children to develop effective mathematical understanding. For example, as young children play with resources she introduces concepts, such as shape, colour and number language.

Personal development, behaviour and welfare are good

Children learn about healthy lifestyles. For instance, the childminder encourages them to play outdoors and to keep themselves hydrated. The childminder gives lots of praise for children's achievements and efforts. For example, she celebrated their success in completing a challenging sorting activity. Children have warm and close relationships with the caring childminder. She helps them to settle well into her setting, and help them feel safe and secure. Children enjoy plenty of fresh air and exercise. For instance, they visit local parks where they have opportunities to practise their physical skills. Children play cooperatively alongside each other, and the childminder supports them to share and take turns.

Outcomes for children are good

Children show good concentration skills and are keen to join in with the activities provided. They are confident to make choices and let an adult know what they need. Older children use their imagination outside, for example, as they wash the dolls' hair in the water tray. Younger children enjoy repeating words and sounds they have learned from the songs they sing. Overall, children gain important skills to prepare them for the next stage in their learning, including their move on to school.

Setting details

Unique reference number	EY479895
Local authority	Surrey
Inspection number	1003692
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 2
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015 and lives in Egham. She cares for children on Monday to Friday from 8am to 6pm, throughout most of the year.

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