

Childminder Report

Inspection date

6 July 2017

Previous inspection date

29 May 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

- Overall, the childminder manages her setting well. She has a secure knowledge of the requirements and her responsibilities. She makes regular contact with other providers, such as local schools, and this helps with children's move to school, when the time comes.
- The childminder has a clear understanding of how to teach children the skills they need. Her interactions are warm, friendly and encouraging. She encourages children to respond and communicate with her.
- Children make good progress so that they are ready for school. They are effective learners. They show independence, perseverance and interest in their activities.
- The childminder knows the children very well and has good relationships with them. Children receive the emotional support they need to be successful learners.
- The childminder knows how to manage risk well. She keeps children safe, but she also enables them to begin to manage their own safety independently.
- Parents say they are happy with the care that their children receive.

It is not yet outstanding because:

- At times, individual children's learning is not planned for meticulously. Information from observations is sometimes not used effectively to identify specific next steps in children's learning.
- The childminder does not consistently build on her self-evaluation when changes occur. She does not strategically plan further improvements precisely when these are needed.

What the setting needs to do to improve further

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

- make the most of what is known about individual children so specific areas of development can be targeted for really rapid progress
- strengthen the arrangements for self-evaluation and focus on identifying precise plans for improvement that enhance outcomes for children.

Inspection activities

- The inspector went on the school run with the childminder at the start of the visit.
- The inspector observed the interactions between children and the childminder.
- The inspector engaged in discussions with the childminder at appropriate times during the inspection.
- The inspector looked at the childminder's documentation, including children's records and assessments.
- The inspector sampled recent written parental comments.

Inspector

Teresa Kiely

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of her responsibility to protect children from harm. She regularly risk assesses her provision to help to keep children safe. She is able to reflect on her practice and has an accurate understanding of her strengths. She receives planned training when this is needed. For example, she has undertaken further training to meet the needs of boys. The childminder has addressed the previous recommendations raised. She has rearranged her resources so that these are more readily available to younger children. She completes the required progress check for children when they are aged two years.

Quality of teaching, learning and assessment is good

The childminder provides children with the activities they need to be successful learners. She engages younger children in shared book reading, mark making and shape puzzles. The learning environment outside is stimulating and accessible. The childminder frequently shares with parents what their children are doing when they are learning under her care. She deliberately talks with young children to engage them in shared communication. For example, she uses a warm and friendly voice as she provides a running commentary about what is happening when the child moves around the room and then settles with a favourite toy. Children respond with babbling sounds and early words, such as 'Ooh look!'

Personal development, behaviour and welfare are good

Children are confident, settled and happy. They play well when they are engaged in their self-chosen activities and also with the childminder's support. Younger children are developing the physical skills they need. They develop their motor skills when they are pushing objects along inside, or playing outside. During the day they enjoy healthy snacks. Younger children feed themselves happily, with little support from the childminder. Older children are carefully encouraged to develop their independence and manage their own behaviour well.

Outcomes for children are good

Children make good progress in all areas of learning. With support, young children carefully turn the pages of a book and are beginning to enjoy favourite stories. They show pride in the marks they make on paper. They are learning to count out objects as they play. They learn to take their first steps holding hands with the childminder. Older children play imaginatively, using language well to recreate imaginary scenes. They know the way to school and walk with confidence.

Setting details

Unique reference number	132068
Local authority	Surrey
Inspection number	1089441
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	29 May 2015
Telephone number	

The childminder registered in 1993. She lives in East Molesey, Surrey. She provides childcare throughout the year and this includes overnight care. She holds a childcare qualification at level 3.

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