

Childminder Report

Inspection date

28 July 2017

Previous inspection date

24 June 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

- Children enjoy their time with the childminder. They form strong bonds with her and seek her out for comfort and reassurance. They feel emotionally secure in her care. Children enjoy warm cuddles and praise from the childminder. This helps to support their self-esteem and confidence.
- The childminder knows the children well. She monitors their learning and development regularly and plans engaging activities to strengthen any weaker areas. Children make good progress in their learning and development.
- The childminder reflects on her strengths and weaker areas of her practice. She encourages parents to share their views about her setting and makes plans for improvements and future developments.
- The childminder consistently encourages children to take turns, share toys and develop positive behaviour. She is quietly spoken, nurturing and a good role model for children. They learn to use good manners and behave well.

It is not yet outstanding because:

- At times, the childminder does not enable all children to make independent choices about what to play with and further develop their decision-making skills.
- Sometimes, the childminder does things for children which they could do themselves, which does not help children build further on their growing independence skills.

What the setting needs to do to improve further

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

- enable children to independently access and choose what they want play with, to enhance their decision-making skills
- make the most of opportunities to consistently support children's growing independence.

Inspection activities

- The inspector observed the childminder and children as they played, listened to their interactions and talked with them at appropriate times during the inspection.
- The inspector held discussions with the childminder in relation to observations of children's play, learning and progress.
- The inspector sampled documentation, including children's records and evidence of suitability checks.
- The inspector took note of parents' written views.
- The inspector viewed the areas of the childminder's house and garden used for the care of children.

Inspector
Emma Dean

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows what may cause concern for a child's welfare and what procedures to follow if she has any concerns. She is proactive and keeps her safeguarding knowledge up to date, for example, by attending training and sharing practice with other childminders. The childminder uses a range of tools to help her provide a safe learning environment and support children's welfare. For example, she makes risk assessments and implements her policies effectively. The childminder works in partnership with parents and other settings children attend. For example, she shares learning and development information about children to help provide a consistent approach to their care and learning.

Quality of teaching, learning and assessment is good

The childminder builds effective two-way communication with parents from the start. For example, she encourages parents to share their knowledge about their children. The childminder uses this information and her regular observations of children to plan activities to further support children's learning and development. Children enjoy exciting and engaging activities, such as freeing toy animals frozen in ice. The childminder builds on children's communication skills well. For example, she introduces new words, such as 'melt', 'frozen', 'float' and 'sink', as children explore the ice.

Personal development, behaviour and welfare are good

The childminder promotes a healthy lifestyle successfully. For example, she supplies children with nutritious snacks and meals, and encourages them to be physically active. They enjoy a wide range of outings, such as going to local parks and woods, where they have space to run, climb and explore. The childminder encourages children to learn about the wider world. For example, they learn about festivals from other countries and visit the library to borrow books to build on children's developing interest in different cultures. Children learn about keeping themselves safe, for example, as the childminder gently reminds them to clear away some of the toys on the floor before they get more out.

Outcomes for children are good

Children learn social skills and play with their friends. They learn to persist in their chosen task and take pride in their achievements. For example, they try and try again to catch jigsaw pieces with a magnetic fishing rod until they manage it, with a big smile on their faces. They show great interest in the activities and toys the childminder provides for them. For instance, they explore with enthusiasm the variety of textures and materials available to make marks in dough. They learn to listen carefully and follow instructions. For example, they listen to sounds in the garden and understand simple instructions to wash their hands before they eat their snacks.

Setting details

Unique reference number	EY396466
Local authority	Surrey
Inspection number	1093972
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	4
Number of children on roll	3
Name of registered person	
Date of previous inspection	24 June 2015
Telephone number	

The childminder registered in 2009. She lives in Godalming, Surrey. The childminder provides care on Monday to Thursday from 8am to 6pm, throughout the year. She receives funding for the provision of free early education for children aged two, three and four years.

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