

Childminder Report



Inspection date

9 August 2017

Previous inspection date

2 October 2014

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 has a wide variety of interesting and stimulating toys and resources available. She makes the home welcoming and attractive for children.
- Children are settled and safe. They move around confidently in the well-organised and child-friendly environment. Children play well together and form strong friendships.
- The childminder carefully and consistently observes and assesses children. She helps them make good progress in learning from their starting points.
- The childminder keeps parents well informed about children's progress. She actively involves parents in continuing children's learning at home, for example, by encouraging them to borrow resources she has.
- The childminder continues to develop professionally and improve her knowledge. For example, she has attended training that is enabling her to build on children's early reading skills more effectively.

It is not yet outstanding because:

- At times, during adult-planned activities, the childminder does not make the best use of children's interests and learning styles to engage them in more-challenging learning experiences.
- The childminder does not consistently make full use of links with other early years settings children attend, to enable her to complement what they are learning elsewhere and provide continuity.

What the setting needs to do to improve further

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

- improve the planning of activities to make sure that they are not overly adult directed and that they follow children's interests and learning styles
- build on the partnerships with other settings that children attend to support continuity in learning even further.

Inspection activities

- The inspector observed children's activities indoors and in the garden.
- The inspector sampled children's learning records and other relevant documentation.
- The inspector took account of the views of parents from the childminder's questionnaires.
- The inspector discussed with the childminder how she evaluates and improves practice.
- The inspector spoke with the childminder during the inspection about the children's learning and progress, and to evaluate an activity.

Inspector

Alison Weaver

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of current child protection procedures and is fully aware of her responsibility if she has a concern. She successfully identifies and minimises risks to children. The childminder competently monitors children's progress and evaluates the effectiveness of her provision. For example, the completion of a quality assurance scheme has helped the childminder to review her practice more incisively. She looks closely at how to ensure she is providing an inclusive setting and teaching children to value differences in others. Since the previous inspection, the childminder has improved the storage of resources so that children have greater opportunities to make choices independently.

Quality of teaching, learning and assessment is good

Overall, the childminder interacts skilfully with children and builds on their skills. For example, she reinforces children's mathematical skills successfully when they play with different sized resources. The childminder encourages them to compare sizes and count objects. She helps children develop a good awareness of letter sounds. Children learn to write and recognise letters. For instance, they match letters on pictures. The childminder acknowledges children's home backgrounds in her setting, for example, by having words on display in their home languages. Children find out about the wider world, for example, when they look at maps and stories of how and where different children live.

Personal development, behaviour and welfare are good

The childminder is caring and kind. Children feel at home and show a strong sense of belonging. The childminder teaches children good social skills, such as the need to share and be kind. Children develop a good awareness of the importance of looking after their world. The childminder successfully teaches children how to keep themselves safe. For example, they learn how to manage risks and what to do in the event of an emergency indoors. The childminder actively reinforces children's awareness of healthy lifestyles and the importance of exercise. Children enjoy playing outdoors. They adopt good personal hygiene routines and manage their own personal care needs well.

Outcomes for children are good

Children develop well in the skills they need to be ready for school. They are independent and enjoy taking on responsibilities. Children concentrate well at activities that interest them, such as a mud kitchen. They are confident and secure. Children show good imagination, for example, when acting out stories. They have good physical skills and coordination.

Setting details

Unique reference number	EY367944
Local authority	Surrey
Inspection number	1070959
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 7
Total number of places	4
Number of children on roll	6
Name of registered person	
Date of previous inspection	2 October 2014
Telephone number	

The childminder registered in 2008. She lives in Redhill, Surrey. The childminder has a relevant qualification at level 4. She offers care from 6.30am to 6pm on Monday to Friday, for 48 weeks of the year. The childminder receives funding for the provision of free early years education for children aged two, three and four years.

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