

Childminder Report

Inspection date

18 August 2017

Previous inspection date

21 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder has a good understanding of child development. She makes accurate assessments of children's starting points and monitors their progress closely through ongoing observation and assessment. Children all make good progress. Gaps in achievement are promptly identified and targeted in time for starting school.
- The childminder supports children's personal, social and emotional needs, their health and physical development exceedingly well. Children form exceptionally strong emotional bonds with the childminder, her co-childminder and each other. Behaviour is exemplary.
- The childminder has strong and effective partnership with parents and external agencies involved with children to help ensure their individual needs are well met.
- The improvements the childminder has made since the last inspection are, overall, impressive. She makes good use of self-evaluation, which she ensures includes the views of parents and children, to identify and target priorities for improvement.

It is not yet outstanding because:

- Although the childminder responds well to children's instantaneous interests, for instance, when they find a worm in the garden, she misses opportunities to plan follow-up activities to take children's learning to the highest possible level.
- The childminder does not make maximum use of her home-corner area to encourage children's early pretend play and language development.

What the setting needs to do to improve further

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

- extend the planning of activities to provide children with opportunities to learn about things that interest them in more depth and in different ways, to take their learning to the highest possible level
- review and develop the planning and presentation of role play to fully inspire young children to act out their real experiences and use language more confidently.

Inspection activities

- The inspector observed the childminder's interaction with children during activities indoors and in the garden. She looked at the childminder's range of play and learning resources and equipment and observed the suitability of the premises.
- The inspector discussed the childminder's practice with her, the arrangements for co-childminding, and the impact of her engagement with children.
- The inspector sampled a range of documentation, including children's records and evidence of the childminder's suitability. She assessed the childminder's level of improvement since the last inspection and explored the quality of her self-evaluation processes.

Inspector

Amanda Tyson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder attends regular child protection training and has a good understanding of how to recognise and deal with child protection concerns. Her risk assessments, such as for the use of the bouncy castle and for outings, are rigorous and effective in keeping children safe. The childminder demonstrates a good capacity to sustain ongoing improvement. She researches activity ideas on the internet and accesses training. The childminder meets regularly with her co-childminder to reflect on their practice and to identify positive changes that benefit children. For example, they used their training on outdoor play to create a mud kitchen play area in the garden and purchased movable creates for children to use in different ways. Overall, the childminder has addressed the weaknesses raised at her last inspection very well.

Quality of teaching, learning and assessment is good

The childminder makes effective use of what she learns from her accurate assessments of children to identify their next steps for progress. These are, overall, well targeted. Since the last inspection, the childminder focuses much more on building on what children already know and can do, although this is not yet at a level of outstanding. The childminder is knowledgeable about and successful in supporting the progress of children who are learning English as an additional language. She provides a good range of practical experiences that help bring children's learning to life. For instance, she took them to observe caterpillars evolving from pupae and to a museum to learn about dinosaurs.

Personal development, behaviour and welfare are outstanding

The childminder provides an exceedingly welcoming environment that encourages children to develop a strong sense of belonging. The walls are adorned with photographs of children engaged in exciting activities, such as when they were visited by the fire brigade, and of their creative achievements. Children proudly talk about these. Children's affection for each other is inspiring. For example, when listening to a story they automatically put their arms around each other and hug each other before bedtime. Children engage in a great deal of high-quality outdoor physically active play. They visit different woodlands and thoroughly enjoy welcoming their friends from toddler groups to the childminder's house for 'parachute' games and bouncy castle fun. Children enjoy making healthy snacks, such as fruit smoothies and banana muffins.

Outcomes for children are good

Children develop good key skills in time for starting school. They learn to manage their own toileting needs, share, take turns, appreciate each other's cultural differences and understand how to keep themselves safe. Children enthusiastically engage in group activities, such as building a robot out of recyclables. They demonstrate strong listening skills, for instance, during stories. Children learn to recognise their names, use pencils and develop good mathematical skills.

Setting details

Unique reference number	EY278605
Local authority	Surrey
Inspection number	1057658
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 6
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	21 March 2016
Telephone number	

The childminder registered in 2004. She works with her husband, who is her co-childminder, at their home in Surrey. The childminder works from 7.45am until 6.30pm throughout most of the year. The childminder has a childcare qualification at level 3. She receives funding for free early education for children aged three and four years.

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