

Childminder Report

Inspection date	7 November 2017
Previous inspection date	5 June 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 worked extremely hard to prioritise, and successfully address, the actions and recommendations from her last inspection. For example, she has developed her knowledge and updated her policy of the procedures to follow should she have any concerns about a child's welfare.
- The childminder gets to know each individual child well. She seeks information from parents on children's starting points and ongoing interests, to establish and maintain good relationships with them. This helps support children's emotional well-being.
- The childminder provides a welcoming environment and plans a broad range of activities that children enjoy. Children make good progress from their starting points.
- Positive relationships have been established with parents. The childminder shares children's assessments with parents and provides ideas to support home learning.

It is not yet outstanding because:

- At times, the childminder does not give children opportunities to follow their interests during play.
- The childminder has not fully established links with other early years settings that children attend, to support and build on continuity in their care and learning.

What the setting needs to do to improve further

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

- increase opportunities for children to follow their interests and make choices in their play
- develop partnerships with other settings children attend to support their continuity in care and learning.

Inspection activities

- The inspector observed the quality of teaching and interaction during activities, and assessed the impact of this on children's learning.
- The inspector engaged with children during the inspection.
- The inspector held discussions with the childminder about self-evaluation and improvement plans.
- The inspector sampled relevant documentation, such as safeguarding procedures and the progress checks for children aged between two and three years, and viewed children's development records.
- The inspector viewed areas of the home used by children.

Inspector

Janet Thouless

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the wider issues of safeguarding to help keep children safe. The childminder evaluates her provision to bring about improvement. For example, she has completed online training, attends local authority meetings and reads relevant childcare literature. The childminder completes the required progress check for children aged between two and three years, to help identify and close any gaps in children's learning. The childminder supports children in developing a good understanding of how to keep themselves and others safe. For instance, they learn how to listen to instructions to cross the road safely.

Quality of teaching, learning and assessment is good

Observations and assessments of children's development help the childminder to successfully track their progress and identify their next steps in learning. The childminder plans interesting activities that motivate children to explore. Older children have exciting opportunities to explore creatively and do so with confidence. For example, they enjoy painting their hands to create hedgehog prints. The childminder supports younger children's sensory experiences as they explore the texture of paint and make marks on paper. The childminder supports children's language and communication skills as they recall what they saw on an autumn walk, such as the vibrant colours of leaves and changes in weather.

Personal development, behaviour and welfare are good

The childminder is a positive role model and children learn to be polite and behave well. Children develop good social skills and play happily together. They learn to share and take turns from a young age. Overall, the childminder develops children's independence skills well. For example, she encourages them to find and put on their own shoes and coat before going out. The childminder praises children for their efforts and they smile at her, showing pride in their achievements. Children have plenty of opportunities to be active. They learn about the concept of rhythm as they sing and dance along to familiar songs, and visit play parks to enjoy more physical challenges.

Outcomes for children are good

Children are confident and motivated learners who progress well from their starting points. They are confident communicators with strong social skills. Children develop an early interest in books. They are keen to look at the pictures, repeat familiar phrases within the storyline and can turn each page. Children develop their mathematical knowledge well. For example, they count, sort and match objects. All children develop good skills that prepare them well for their future learning and moving on to school.

Setting details

Unique reference number	EY263315
Local authority	Surrey
Inspection number	1100586
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	5 June 2017
Telephone number	

The childminder registered in 2003 and lives in Horley, Surrey. She operates all day, Monday to Friday, throughout the year, except for family and public holidays.

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Piccadilly Gate
Store St
Manchester
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