

Childminder Report

Inspection date

9 January 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 works very well with parents. She successfully encourages parents to take an active part in continuing their child's learning at home. Parental comments read during the inspection are very positive and state that the setting is 'amazing'.
- Children develop good friendships with their peers. The childminder sensitively supports them to resolve conflict. Children are developing an understanding of the needs and feelings of others. They behave well.
- The childminder completes regular observations and assessments of children's learning. She uses this information effectively to support their next steps in learning and to act swiftly if a child requires additional help. Children are motivated to learn and make good progress in their learning and development.
- Good emphasis is placed on promoting children's verbal and non-verbal communication and language skills. For example, the childminder models language through talking and using sign language to build children's vocabulary successfully.

It is not yet outstanding because:

- The childminder does not consistently support children's developing independence. For example, she sometimes does things for children that they could manage for themselves, such as getting a drink when they are thirsty.
- Occasionally, the childminder does not use questioning to best effect, to help children think of their own solutions and ideas.

What the setting needs to do to improve further

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

- help children consistently to develop their growing independence
- make more-effective use of questions that encourage children to think and find their own solutions in their play.

Inspection activities

- The inspector spoke with the childminder, her co-childminder and the children at suitable times throughout the inspection.
- The inspector looked at a range of documentation, including the childminder's self-evaluation and evidence of her and her co-childminder's suitability.
- The inspector observed children at play.
- The inspector looked at children's records and discussed their learning and development with the childminder.
- The inspector and the childminder evaluated the effectiveness of an activity together.

Inspector

Hazel Farrant

Inspection findings

Effectiveness of the leadership and management is good

The childminder is suitably qualified and continues to build on her knowledge and skills. For example, she completes training and has regular discussions with other childcare professionals to help enhance her teaching skills. This is helping her to make further improvements to her already good knowledge of how to support children's learning and development. The arrangements for safeguarding are effective. The childminder understands how to keep children safe and knows what to do if concerned about a child's welfare. She work closely with her co-childminder. She evaluates her practice effectively so that she is able to identify her strengths as well as areas she would like to develop further.

Quality of teaching, learning and assessment is good

The childminder sensitively joins in with children's play. For example, she encourages them to piece together jigsaws and promotes their understanding of shapes and sizes. The childminder plans activities which she knows will interest children and provide appropriate challenge. Coupled with that, she has a good understanding of child development. For example, she recognises that young children's concentration span can be short. Therefore, she is flexible with activities and provides alternatives to capture children's attention successfully. For example, she encourages younger children to make a tower out of the jigsaw pieces to see how tall they can build it before it falls down.

Personal development, behaviour and welfare are good

The childminder and her co-childminder know the children they care for very well and gain all the information they need from parents to meet children's individual needs. Children form secure attachments. They confidently ask for help when required and readily go to either childminder for a cuddle when they need reassurance. Children's emotional well-being is supported well. The childminder promotes children's physical development effectively and helps them to gain a good understanding about healthy lifestyles. For example, she provides children with plenty of opportunities to play energetically in the fresh air and to learn about healthy food options.

Outcomes for children are good

All children make good progress from their starting points. Children have lots of fun and develop good hand-to-eye coordination. For example, they show a keen interest in exploring blue and yellow ice cubes during an activity. They feel and smell the scented ice and sustain their attention for a length of time as they reposition the ice successfully back in the ice-cube container. Children gain the skills they need for future learning and for going on to school.

Setting details

Unique reference number	EY491227
Local authority	Surrey
Inspection number	1024201
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	4
Number of children on roll	10
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015. She works with another registered childminder, from her co-childminder's home in Camberley, Surrey. The childminder works Monday to Thursday, all year round. The childminder holds a relevant qualification at level 3.

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