

Childminder Report

Inspection date	16 January 2018
Previous inspection date	11 June 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 reflects on her practice. She monitors children's progress, identifies any gaps in learning and effectively puts plans in place to address these.
- Children recognise shapes and numbers, and they begin to explore their environment and make sense of the world. Children gain confidence and learn skills, such as independence, that help them be ready for school.
- There is a broad range of well-planned activities that helps children make good progress in all areas of their learning.
- The childminder has a warm and secure attachment to the children in her care. They are encouraged to choose activities to help them become highly motivated learners.
- The childminder keeps up to date effectively with new legislation and practice in a number of ways. For instance, she completes her own research, consults various childcare forums and meets with other childminders.

It is not yet outstanding because:

- At times, the childminder does not use skilful questioning to extend children's learning and encourage children to think for themselves.
- The childminder does not consistently seek all parents' and children's views to help her identify ways to improve and develop the quality of the setting even further.

What the setting needs to do to improve further

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

- extend the range of ways to question children and help them to think and respond, to further promote their learning
- increase ways to involve parents and children in the evaluation of the setting and seek their views to help develop and improve the quality of the setting even further.

Inspection activities

- The inspector viewed the premises.
- The inspector observed the childminder interacting with a child.
- The inspector conducted a joint observation with the childminder and held discussions about children's development and progress.
- The inspector sampled documentation, including planning, children's development records, policies and procedures.

Inspector

Susan Allen

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of safeguarding issues and knows how to keep children safe. She updates her professional knowledge regularly and has attended training which has had a positive impact on her practice. For example, after focused safeguarding training she is better able to identify wider safeguarding issues. The childminder has good partnerships with other professionals, which helps to provide consistency in children's care, learning and development. For example, she shares strategies, such as using flash cards to help support a child's learning. The childminder has a good relationship with parents and shares children's information in a number of ways. Since the last inspection, the childminder has extended parents' involvement in their children's learning and provides ideas to help support children's learning at home.

Quality of teaching, learning and assessment is good

The childminder extends children's vocabulary effectively. For example, she introduces words such as 'buoy' and 'crane'. Children learn how things work, such as using toys with pulleys and wheels. The childminder effectively encourages children's mathematical development. Children learn to recognise numbers and count in enjoyable ways. For example, the childminder plays matching games and farm bingo. The childminder prepares the children well for nursery and school. For example, she encourages children's developing independence as children learn to put on their shoes and coats. She talks to the children about starting school and discusses any fears they may have, to promote their well-being.

Personal development, behaviour and welfare are good

The childminder is a good role model and children behave well. The childminder teaches children how to share, take turns and respect each other. She helps children to develop a good range of skills and to find out about the world through a range of interesting experiences. For example, children enjoy picnics in the park and walks in the woods. Children have lots of opportunities to develop their physical skills, for instance, as they make dens and balance on logs. Children are beginning to be aware of their own safety. For example, the childminder teaches children how to sit correctly on a chair without falling off. The childminder knows the children well and while reading a story, she used props to gain children's interest and motivated them to learn.

Outcomes for children are good

Children make good progress from their starting points. They develop good social skills and are happy and self-assured. They enjoy meeting other children during outings. Children are aware of their own needs and use simple tools and equipment. They develop a good range of skills ready for their future learning and school. Children develop a good understanding of people's differences and learn about various cultural festivals.

Setting details

Unique reference number	120371
Local authority	Surrey
Inspection number	1101777
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 6
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	11 June 2014
Telephone number	

The childminder registered in 1996. She lives in Addlestone, Surrey. The childminder operates from Monday to Thursday from 9am to 5.30pm, for most of the year.

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