

Childminder Report

Inspection date

6 February 2018

Previous inspection date

30 June 2015

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 adapts activities effectively for children's different ages and abilities. For example, when reading a story, she repeats back words to a younger child, and names colours and counts with an older child.
- The childminder uses effective monitoring systems to help identify any gaps in children's development early and provide the appropriate support if necessary.
- Children have genuine and secure attachments to the childminder. She cuddles them, and offers guidance and praise, helping to build on their developing self-esteem well.
- Children learn skills that help them be ready for school.
- The childminder provides a safe, warm and welcoming environment. Children are confident and happy during their play and interactions with the childminder.
- The childminder encourages the development of young children's communication and language skills effectively. For example, she responds to babbles from a baby, listens and talks back in response.

It is not yet outstanding because:

- At times, the childminder does not provide the best opportunities to encourage children's awareness and understanding of diversity.
- The childminder does not consistently seek the views of children to help her evaluate her provision and improve their experiences at 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:

- enhance further the range of opportunities that encourages children to reflect on and value people's differences and similarities
- develop ways for younger children to contribute their ideas, to help improve the provision and children's experiences at the setting further.

Inspection activities

- The inspector viewed the premises.
- The inspector observed the childminder interacting with children and spoke with her at different times during the inspection.
- The inspector sampled documentation that included planning, children's records, policies and procedures.
- The inspector spoke to children and viewed their activities.
- The inspector took account of the written views of parents.

Inspector

Susan Allen

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good knowledge of what to do and whom to contact if she has a concern about a child's welfare. Safeguarding is effective. She has good relationships with parents and other professionals, such as teachers, and shares information well. For example, she uses a similar language program as the school to ensure continuity of learning for the children in her care. The childminder is reflective and looks at ways to improve her practice and skills. For instance, after researching how children learn she is better able to support those children who learn best outside. Since the last inspection the childminder has improved the way she extends activities so children are challenged and express themselves creatively. For example, children use different materials and resources to create a face on a paper plate.

Quality of teaching, learning and assessment is good

Children learn to be self-sufficient and manage small tasks on their own. For instance, even very young children attempt to dress themselves and young babies learn to feed themselves. Children behave well and the childminder is a good role model. They are beginning to be aware of the needs of others. For instance, an older child patted a younger child on the back, copying the adult when a baby started to cry. The childminder follows children's interests well. For example, she plans activities around their individual needs. Children have many opportunities to learn about the world around them. For instance, children learn how the refuse lorry takes rubbish away. The childminder teaches mathematics effectively, for example, children begin to recognise numbers and quantity.

Personal development, behaviour and welfare are good

Children learn about healthy eating options and the effect food has on the body. For example, they learn how sugary drinks are not good for their teeth and how the body needs calcium in milk for the development of strong bones. Children learn that drinking water is good for them and it is always available. They learn about personal hygiene well and children cover their mouths when coughing. The childminder supports children effectively to understand how to keep safe and manage risks. For example, children know how to keep safe when crossing a road and to keep fingers away from doors. They are encouraged to choose activities and are supported to become motivated learners.

Outcomes for children are good

Children make good progress. They learn about technology well and know that some toys have buttons which are used for a purpose. Children have lots of opportunities to develop their physical skills. For example, children visit different groups, such as soft-play centres, the park, nature walks and local areas of interest. Children are encouraged to take turns, and they learn to share and play together well. Children are happy and confident. They develop valuable skills, such as gaining independence needed for their future learning.

Setting details

Unique reference number	EY246181
Local authority	Surrey
Inspection number	1091562
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 7
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	30 June 2015
Telephone number	

The childminder registered in 2002 and lives in Oxted, Surrey. She operates Monday to Friday from 7.30am to 6.30pm, for most of the year. She has a recognised childcare qualification at level 3.

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