

Childminder Report

Inspection date

30 May 2018

Previous inspection date

13 July 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 has good relationships with parents. For example, she shares activities with them to help continue children's learning at home.
- The childminder monitors children's progress and identifies any gaps in learning, and puts plans in place to help ensure all children make good progress.
- The childminder supports children's developing self-esteem effectively. For example, she offers them cuddles, praises them and promotes their emotional well-being.
- Children are motivated to learn and develop good independence and confidence. Overall, the childminder prepares them well for their move to school.
- Children learn about the world around them successfully. For example, they look for mini-beasts and discuss the antennae on a slug.
- The childminder, her co-childminder and her assistant work well together to plan effectively for each individual child.

It is not yet outstanding because:

- Sometimes, activities do not provide as much challenge as possible to support older children to make even better progress.
- At times, the childminder does not provide enough opportunities for children to develop an understanding of their own and other people's similarities and differences, to help them understand diversity in a positive way.

What the setting needs to do to improve further

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

- consider ways of providing further challenge for older children, to help them make even better progress
- increase opportunities for children to develop a greater awareness of diversity beyond their immediate family.

Inspection activities

- The inspector viewed the premises.
- The inspector observed the childminder interacting with the children.
- The inspector took into account the views of parents.
- The inspector sampled documentation, including planning, children's development records, policies and procedures.
- The inspector spoke with the childminder at convenient times during the inspection.

Inspector

Susan Allen

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder, her co-childminder and assistant have a good understanding of how to keep children safe. The childminder shares information with them regularly and effectively advises of any changes in practice or guidelines. The childminder is reflective and continually looks at ways to improve her practice. She seeks the views of parents, colleagues and children effectively to help identify improvements. For example, children evaluate activities and even very young children choose a happy or sad face to indicate how they have enjoyed an activity. The childminder promotes her professional development well and has attended various training, which has had a positive impact on her practice. For example, recent courses on outdoor learning have helped her support those children who learn best outside. Since the last inspection the childminder has extended opportunities for children to develop their understanding of print in the environment to enhance their literacy skills further.

Quality of teaching, learning and assessment is good

The childminder encourages children's mathematical development effectively. For example, she teaches children to count and younger children learn to identify and name colours. Children learn problem-solving skills well. For example, children showed perseverance as they tried to negotiate a toy down a step. They eventually solved the problem and carried it down. The childminder teaches children about the planet and its history effectively. For example, children learn that some dinosaurs had feathers.

Personal development, behaviour and welfare are good

The childminder effectively supports children's understanding of how to keep safe. For example, She teaches them to be mindful as they use scissors and to be aware of younger children and their safety. The childminder teaches children how to tidy up and they follow instructions well. She is a good role model and children's behaviour is good. Children are beginning to be aware of the needs of others. For example, older children brought a comfy cushion to a younger child who was tired. The childminder is kind and caring, and has a welcoming and safe environment. The childminder teaches children about health and the positive effect food has on our bodies. For example, children know when their tummies rumble it is time for lunch. She supports children to begin to understand the importance of a healthy lifestyle well.

Outcomes for children are good

Children choose their own resources. They are motivated and keen to learn. Children learn to take turns and work well together. For example, they take turns playing with a game. Children learn skills that will help them with their future learning and school. They learn about the world around us effectively and experiment with different equipment, such as magnifying glasses to identify bugs in the garden. Children develop good physical skills, for example, as they play in the large forest garden area.

Setting details

Unique reference number	EY383725
Local authority	Surrey
Inspection number	1130276
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	12
Number of children on roll	17
Name of registered person	
Date of previous inspection	13 July 2015
Telephone number	

The childminder registered in 2008. She lives in Banstead in Surrey. The childminder operates Monday to Thursday, from 7.30am to 6pm for 46 weeks of the year. She holds a level 3 childcare qualification. The childminder receives funding for free early education sessions for children aged three and four years. She works with a co-childminder and an assistant.

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