

Childminder Report

Inspection date

7 June 2018

Previous inspection date

17 November 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 supports children's early literacy skills. For example, children learn to link letters and the sounds they represent to help them develop and combine words.
- Children are aware of their own needs and learn to become independent. They begin to do some things for themselves, such as putting on their shoes and coats.
- Children have access to a wide range of materials and resources to help develop their sensory experiences in different ways. For example, children play with wood shavings.
- The childminder adapts activities for children of all abilities. For example, while reading a book she repeats back words for the younger children and asks challenging questions of the older children.
- The childminder and her assistants support children's developing self-esteem well. They cuddle and praise them, and children develop strong attachments to them and each other. Children are happy and confident in the warm and safe environment.
- The childminder effectively reviews her evaluation process. She seeks the views of her assistants, children and parents in different ways, such as at a recent open day.

It is not yet outstanding because:

- At times, the childminder and her assistants do not use some daily routines effectively to extend children's learning fully.
- The childminder does not obtain sufficient information from parents about their children's existing abilities, to track their progress accurately right from the start.

What the setting needs to do to improve further

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

- make the best possible use of all opportunities that arise during daily routines to extend children's development and learning
- strengthen ways to obtain initial information from parents about children's prior learning to precisely track their progress right from the start.

Inspection activities

- The inspector viewed the premises.
- The inspector observed the childminder and her assistants interacting with children.
- 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.
- The inspector took into account the written views of parents.

Inspector
Susan Allen

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistants have a good knowledge of how to protect children. They know what to do and whom to contact to keep children safe. The childminder works well with her assistants to identify any development or training needs. She shares good practice with her assistants and advises them of any changes or updates in legislation. The childminder updates her own knowledge to continue to improve her teaching skills. For example, after completing her own research she is now better able to understand how to plan activities and motivate children. Overall, the childminder has a good relationship with parents, schools and other settings that children attend. For example, she has shared activities to develop children's writing and counting skills with parents for continuity of learning. Since the last inspection, the childminder has increased opportunities for children to extend their literacy skills, particularly for those children who prefer to learn outdoors.

Quality of teaching, learning and assessment is good

The childminder and her assistants prepare the children well for their move to school. They encourage the good development of children's speech and language skills and extend their vocabularies well. For example, the childminder introduces rhyming words such as 'fox' and 'box'. The childminder and her assistants support children's understanding of mathematics well. For example, younger children learn to recognise colours and older children begin to learn to count and recognise shapes, such as 'circle' and 'round'.

Personal development, behaviour and welfare are good

The childminder teaches children to manage risks and their own safety well. For example, children learn how to keep safe when using the internet and read an online story which uses child-friendly characters. The childminder teaches children to be safe in the setting. For example, she explains to them how to sit safely on a chair. The childminder and her assistants are good role models and children's behaviour is good. The childminder encourages good manners and children are polite. For example, children say 'please' and 'thank you' to each other when sharing toys. The childminder teaches children about diversity and disability in a positive way. For instance, she explained to them how people who use wheelchairs won medals for different sporting activities at the Paralympics.

Outcomes for children are good

Children make good progress. They have lots of opportunities to develop their physical skills; for example, when they play outside on the balance beam. Children learn about the world around them well. For instance, they use magnifying glasses while bug hunting in the garden. They learn to take turns and play cooperatively together. Children learn how to be kind to one another. For example, during a music session an older child shared an instrument with a younger child. Children begin to learn early mathematical skills well. For example, they recognise number and quantity through games, such as finding numbers in a large outdoor puzzle.

Setting details

Unique reference number	EY437220
Local authority	Surrey
Inspection number	1131674
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	18
Number of children on roll	17
Name of registered person	
Date of previous inspection	17 November 2015
Telephone number	

The childminder registered in 2011. She lives in Oxted, Surrey. She operates from Monday to Friday from 7.30am to 6.30pm, for most of the year. The setting provides funded education for children aged three and four years. The childminder has a recognised childcare qualification at level 3. She works with two assistants.

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