

Childminder report

21 Longbridge Walk, HORLEY, Surrey RH6 7EQ



Inspection date

1 October 2018

Previous inspection date

4 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The childminder monitors children's progress with care to identify where she needs to move their development forward. She uses her good understanding of children's interests and personalities to plan activities that support their learning well.
- Children make good progress from their starting points. They achieve the typical outcomes for their ages.
- The childminder promotes healthy lifestyles. For example, children exercise frequently as they enjoy regular walks and adventures in the local environment. Children engage in activities, such as helping to prepare meals, which help them to develop positive attitudes towards nutritious foods.
- The childminder works well with other providers of the early years foundation stage, where children attend other settings, to ensure she has a wide understanding of the progress that children make.
- The childminder establishes close partnerships with parents to help ensure children's well-being. This includes establishing consistent and effective sleep routines.

It is not yet outstanding because:

- The childminder does not consistently offer children the chance to consider their own ideas and thoughts during activities.
- There are times when the childminder misses opportunities to support the development of children's problem-solving skills.

What the setting needs to do to improve further

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

- allow children greater opportunities to develop and consider their own thoughts and ideas
- develop further the teaching strategies used to help children develop their problem-solving skills.

Inspection activities

- The inspector observed activities indoors and discussed the provision for outdoor play.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records.
- The inspector checked evidence of the childminder's qualifications and her suitability checks.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands well how to identify when a child's welfare is at risk. She knows what to do if a concern arises. The childminder reflects carefully on her practice and notices where she can make improvements. For example, she is currently introducing new assessment systems to enhance the opportunities for parents to be further involved in children's learning. The childminder acts well to develop her knowledge and skills continually to improve the outcomes for children. This includes training which helps her to develop further teaching techniques to benefit those children who prefer learning outside.

Quality of teaching, learning and assessment is good

The childminder interacts with children in a relaxed and friendly manner. She stimulates their interest and extends their learning. The childminder shows particular skill in engaging children in conversation to extend their communication and language skills. For example, she links their play to their home lives and encourages children to talk about things that are important to them. The childminder provides children with good opportunities to understand the differences that exist between people. For instance, she introduces them to different beliefs and incorporates world celebrations into their learning experiences.

Personal development, behaviour and welfare are good

The childminder forms strong relationships with children, who demonstrate a sense of security in her care. For example, toddlers are quickly comforted with a cuddle and communicate their needs well. The childminder supports children well to gain skills that will help them when they move on to larger settings, such as nursery or school. She provides opportunities for children to develop social skills and widen their friendships. For example, children attend toddler groups and go to the library, where they mix with other children. She encourages the development of children's independence well. Children confidently put their shoes on to go in the garden and know where to find the toys they want to play with.

Outcomes for children are good

Children focus well on their play and demonstrate long attention spans. They play intently with materials, such as dough, and develop many skills in doing this. Children learn to control tools and develop hand strength to help with their early writing abilities. For example, they use scissors with good control to cut their dough. Children use mathematical language as they confidently discuss the shape and size of the dough bricks they make. Children use numbers in their play and count up to 10.

Setting details

Unique reference number	EY260116
Local authority	Surrey
Inspection number	10073203
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	4 February 2016

The childminder registered in 2003 and lives in Horley, Surrey. She operates all year round from 8am to 6pm, Monday to Friday, except for family holidays. The childminder provides funded early education for children aged two and three years.

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