

Childminder Report

Inspection date

3 May 2016

Previous inspection date

7 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 provides children with a wide variety of interesting learning opportunities. The high quality of teaching helps children make consistently good progress from their starting points.
- Children build very strong relationships with the childminder and are happy and secure. Children learn to share and respect each other. They develop positive attitudes towards learning and this helps to prepare them in readiness for school.
- The childminder works hard to make ongoing improvements. He evaluates his setting effectively and provides a challenging and interesting learning environment. This is developed in direct response to children's needs and interests.
- Children benefit from a joined-up understanding and a consistent approach to their care and learning needs. The childminder promotes strong and effective relationships with parents, relevant professionals and other childcare providers. This is particularly effective for those children who have special educational needs.

It is not yet outstanding because:

- Children do not have regular experiences to explore and investigate using their senses, particularly while playing inside.
- The childminder does not always recognise opportunities to encourage children to write for a purpose during their play.

What the setting needs to do to improve further

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

- extend the opportunities for children to follow their interest in exploring and experimenting with a variety of textures and materials
- make better use of opportunities that arise during activities to encourage children to practise writing.

Inspection activities

- The inspector observed the childminder with children, indoors and outdoors.
- The inspector conducted a leadership and management meeting with the childminder.
- The inspector looked at documentation, including the safeguarding policy.
- The inspector took the written views of parents into consideration.
- The inspector conducted a joint observation with the childminder.

Inspector

Angela Cogan

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder implements robust safeguarding procedures and understands child protection issues. He effectively promotes children's safety and welfare. The childminder effectively identifies training programmes that have a positive impact on children's learning experiences. For example, he has learnt how to deliver the curriculum through play and, following this training, has developed a very rich and varied role play area. The childminder accurately evaluates children's learning and monitors their progress. This helps him to plan effectively for children's next steps in development. The childminder makes good use of accurate self-evaluation to identify areas for development and takes effective action to make ongoing improvement.

Quality of teaching, learning and assessment is good

Children experience good quality interactions with the childminder that help to extend their learning and make them feel happy and secure. For example, the childminder talks with children when they wake up and gives them the comfort and security they need. The childminder is good at evaluating children's learning. He tracks their progress and is prompt to identify and remedy any gaps in development to help children catch up where necessary. The childminder plans learning experiences that are in tune with children's interests and promotes their learning. For example, children count cars with the childminder as they move them in and out of a toy garage. Children follow their own ideas and choose where they would like to play. For example, they have great fun as they transport sand in the garden and improve their balance on a range of low-level equipment.

Personal development, behaviour and welfare are good

Children are very positive and helpful. For example, they share food at lunchtime and sit in a very grown-up and well-behaved way. Children make decisions and take responsibility for their actions, such as choosing and tidying away toys and equipment. Children improve their physical skills outside. They run, climb and balance as they get lots of sunshine, fresh air and exercise. Children practise healthy routines and learn to stay safe. For example, children are encouraged to move around carefully and to think about the safety of their friends.

Outcomes for children are good

Children are engaged and motivated. They develop good social skills and behave with kindness and consideration for others. Children are well prepared for their move on to school and pre-school. For example, they look at books and learn to handle them carefully, while improving their early reading skills.

Setting details

Unique reference number	EY285373
Local authority	Kingston upon Thames
Inspection number	1048858
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	7 October 2014
Telephone number	

The childminder registered in 2004 .The setting operates on Monday to Wednesday only. The childminder holds a relevant qualification at level 3.

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