

Childminder Report

Inspection date

25 January 2016

Previous inspection date

9 June 2010

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 organises her premises effectively to enable children to make independent choices, and whether to learn indoors or outdoors. She makes good use of the local environment to provide children with a wide range of exciting experiences.
- The childminder has good systems to track and monitor children's development and provides good-quality teaching overall, so all children make good progress.
- Children initiate games where they demonstrate they have a good understanding of how to keep safe and healthy. They enjoy nutritional meals, experiencing a delicious range of cultural foods. The childminder plans good age-appropriate activities to extend children's awareness of keeping themselves safe. Children behave well and are polite.
- The childminder provides good support for children who speak additional languages. She builds their confidence and supports their self-esteem well. Children gain a positive awareness of people's differences and learn to value cultural diversity.
- The childminder uses self-evaluation, reflection and parents' feedback to ensure continuous improvement. She seeks appropriate training to support children's particular needs and is committed to developing her practice and knowledge.

It is not yet outstanding because:

- Children do not express their imagination and creativity fully in some adult-led activities.
- The childminder does not always make the most of all opportunities to challenge the more able children.

What the setting needs to do to improve further

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

- help children to develop their imagination and creativity further
- use all opportunities to challenge older children.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke with the childminder at convenient times and carried out a joint observation.
- The inspector took account of the childminder's self-evaluation and parents' feedback, and spoke to the children present.
- The inspector checked safeguarding information and the premises.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder carries out good risk assessments and provides a safe environment for children to investigate and explore. The childminder keeps up to date with safeguarding procedures and knows what to do if a child is at risk of harm. She understands her responsibilities to maintain accurate records to protect and promote children's welfare. The childminder works well with outside agencies to close any gaps in children's learning. She has actively developed partnerships with other early years providers. She shares regular information and contributes to their assessments of the children to provide a consistent approach. The qualified childminder uses her knowledge gained from training to best effect, such as helping children to talk and improve their language skills.

Quality of teaching, learning and assessment is good

The childminder seeks good information from parents about what children know and can do. She assesses their development well and plans for each child's next stages of learning. She provides parents with well-documented information to support learning at home. The childminder provides children with enjoyable play and learning experiences. Children gain skills in all areas of their development through activities, such as cooking. The childminder introduces new vocabulary, such as 'symmetrical', and helps children understand the meaning through practical experiences. She spends quality time with children engaging them in singing songs and listening to stories. Children have good opportunities to extend their mathematical skills. For example, they use tape measures, recognise shapes and make the link between numbers of items and numerals.

Personal development, behaviour and welfare are good

The childminder provides a welcoming environment and children are settled and happy in her home. The childminder works well in partnerships with parents, constantly sharing good information to understand children's individual needs. Parents comment very positively on their children's increase in confidence since going to the childminder. For example, they are independent in managing tasks and their care needs. Children are emotionally secure and the childminder meets their physical needs well. She encourages children to recognise their own feelings and think of others. The childminder provides a strong role model and has high expectations. She engages children in conversations about what they do at home, which helps them feel secure and valued.

Outcomes for children are good

Children make good progress from their starting points. The childminder helps children gain effective skills in preparation for starting school.

Setting details

Unique reference number	EY405533
Local authority	Kingston upon Thames
Inspection number	831399
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	9 June 2010
Telephone number	

The childminder registered in 2010. She lives in Kingston-Upon-Thames, Surrey. She provides care Monday to Thursday for 47 weeks a year. The childminder holds an early years qualification at level 3. She receives funding to provide free early education to children aged three and four years.

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