

Childminder Report

Inspection date

15 June 2016

Previous inspection date

22 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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 promotes communication and language skills well. For example, she talks to children, repeating words and extending sentences, to help develop their vocabulary.
- The childminder is attentive and caring, and spends time engaged in play with the children. Children clearly enjoy being in her company and eagerly join in discussions.
- Children learn to behave well and to care for themselves. For example, the childminder has a calm approach and gives clear explanations.
- The childminder provides a stimulating, homely environment. There is a wide range of activities that successfully enables children to make good progress.
- The childminder has made effective improvements since the previous inspection. She regularly reflects on her provision to drive improvement, seeks parents' views and monitors children's progress well, which makes an effective contribution to her self-evaluation process.

It is not yet outstanding because:

- The childminder does not always provide children with opportunities to develop an understanding of diversity and the wider world.
- The childminder does not always obtain information from parents about their children's existing skills, to track their progress 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:

- develop further opportunities for children to learn about, reflect upon and value diversity and the wider world
- focus on opportunities to gather information about children's existing abilities, to know children's level of achievement and track their progress right from the start.

Inspection activities

- The inspector held discussions with the childminder, co-childminder and children throughout the inspection.
- The inspector observed the interaction between the childminder and children during activities.
- The inspector viewed the areas of the premises used for childminding.
- The inspector looked at a range of documentation, including policies and procedures, risk assessments and the children's learning and assessment records.

Inspector

Jane Franks

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge and understanding of the procedures that enable her to protect children's welfare. She conducts robust risk assessments and takes effective steps to minimise any potential risks to children. The childminder is committed to her own professional development. For example, she completes research and networks with other childminders to share good practice and to keep her knowledge up to date. This has helped to enhance her teaching skills. For example, she researches ideas for planning to ensure learning experiences are challenging and to improve learning outcomes for children. The childminder regularly shares information with parents to help ensure continuity in children's care and learning.

Quality of teaching, learning and assessment is good

The childminder carries out regular observations and assessments of children's learning, to plan challenging activities and to ensure she can identify and address gaps in children's learning promptly. The childminder tailors activities to children's individual learning needs and allows children to lead their own play. Children show delight and fascination during activities. They learn how to use tools, such as scissors, and thoroughly enjoy manipulating materials as they explore craft resources. The childminder interacts successfully with children so that they remain engaged and eager to learn. For example, she joins in, asking questions to encourage children to think.

Personal development, behaviour and welfare are good

Children are content and happy in the childminder's care. They move around with confidence and keenly explore the different activities. The childminder provides children with healthy foods that meet their dietary requirements. Children benefit from various physical play opportunities. For instance, older children thoroughly enjoy time on the trampoline. Younger children negotiate steps in the garden and thoroughly enjoy pouring and splashing in water. The childminder develops children's independence skills effectively. For example, she encourages children to tidy away toys and teaches very young children to put on their shoes.

Outcomes for children are good

Children approach activities with enthusiasm and curiosity. They concentrate and take pride in their achievements; for example, they watch with anticipation, patiently waiting for their butterflies to fly away. Children develop a love of books, gaining good early literacy skills. They learn how to count and to think about size, which helps them develop good mathematical knowledge in preparation for their next stage in learning, such as their future move to pre-school or school.

Setting details

Unique reference number	EY409968
Local authority	Surrey
Inspection number	1049353
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	22 November 2012
Telephone number	

The childminder registered in 2010. She lives in Epsom, in Surrey. The childminder works with a co-childminder who lives next door. The provision operates from Monday to Thursday, from 7.30am to 5.30pm.

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