

Inspection date	23 March 2015
Previous inspection date	4 November 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Teaching is good. The childminder provides children with a variety of interesting and age-appropriate activities and experiences such as baking and art and craft. As a result, children have good levels of confidence which help their future learning and preparation for school.
- The childminder has a good range of toys for children to play with. She rotates these according to children's individual interests and stages of development. In addition, she has created a pictorial resource book so that children can see the resources that are available. This allows them to make independent decisions in their play.
- Children are happy and well cared for. The childminder knows each child well, follows their individual routines and ensures their care practices are consistent with parents' wishes. As a result, children form good relationships with the friendly childminder and demonstrate that they feel settled and secure.
- The childminder has a good understanding of child protection procedures and knows what to do to protect children's welfare.

It is not yet outstanding because:

- The childminder misses some opportunities in the home and on outings for children to use technology and learn about how things work and what happens next. For example, by pressing the button at the road crossing to change the lights or pressing a button to start some music.

What the setting needs to do to improve further

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

- provide more opportunities for children to use technology and learn about how things work and what happens next.

Inspection activities

- The inspector observed children's play and activities, and discussed children's development and progress with the childminder.
- The inspector checked evidence of the childminder's qualifications, training and self-evaluation arrangements.
- The inspector checked evidence of the suitability of the childminder and other adult members of the household.
- The inspector sampled a range of documentation and checked the safety of areas used for childminding.
- The inspector took account of the views of parents from their written letters and comments in the childminder's quality assurance survey.

Inspector

Claire Meyer

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children make good progress. Their learning is monitored, assessed and evaluated well. The childminder has a good knowledge of how to provide activities to support children's development. She creates many opportunities to teach children during their play. For example, children had fun hunting for toy chicks, ducks and eggs hidden in a container. This encouraged children's hand-to-eye coordination as they grasped the objects. The childminder routinely talks about colours and sizes. Children have good opportunities to explore numbers, problem solve and develop their language skills. The childminder plays with children and continually talks and responds to their developing speech. She asks a range of useful questions to encourage children to respond. Regular visits to local play sessions give children the opportunity to play with other children and develop friendships. This helps them to develop their social skills in readiness for their next stage in learning.

The contribution of the early years provision to the well-being of children is good

The childminder offers a home from home environment and is very attentive to children's needs. The childminder expresses genuine warmth towards the children. She gathers information from parents and children have opportunities to visit before they start. As a result, children make a smooth move into the childminder's care. The childminder works in partnership with parents, which successfully supports children's emotional well-being. The childminder praises children throughout the day for all achievements, no matter how small. Children have opportunities to develop their understanding of healthy lifestyles. They enjoy playing in the outdoor space, visiting animal parks, soft-play sessions, toddler groups and nearby playgrounds. This teaches children about the world around them and provides opportunities for them to practise their physical skills when climbing on large play equipment. The childminder uses these experiences effectively to teach children about playing safely and the importance of road safety.

The effectiveness of the leadership and management of the early years provision is good

The childminder demonstrates a secure understanding of the learning and development requirements. She effectively evaluates her practice and includes the views of parents and children. As a result, she has improved the way in which she uses observations and assessments to meet children's needs and plan stimulating activities; therefore, improving outcomes for children. The childminder keeps her knowledge of safeguarding and first aid up to date. This helps her to promote children's safety and welfare effectively.

Setting details

Unique reference number	EY410336
Local authority	Kingston upon Thames
Inspection number	982656
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	4 November 2010
Telephone number	

The childminder registered in 2010. She lives in Kingston upon Thames, in Surrey. The childminder attends toddler groups and takes children to school.

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Piccadilly Gate
Store St
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M1 2WD

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