

Childminder Report

Inspection date

1 December 2015

Previous inspection date

29 September 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 updates her knowledge to provide children with additional activities to help them learn. For example, she attends training, reads magazine articles and researches online, and has formed good links with her early years advisor.
- Children benefit from a variety outings to help them learn in other environments. For example, they socialise with other children on visits to playgroups, choose books of interest from the library and visit farms to learn about animals.
- The childminder helps children to learn about taking controlled risks and being safe. For example, she teaches them about road safety.
- The childminder helps children to learn through a balance of planned and free-play activities. She has a good understanding of child development. She observes children to monitor and assess their development. This helps her to check their good progress and to identify any areas of concern.

It is not yet outstanding because:

- At times, the childminder is too quick to join in with children's self-chosen play. On these occasions, she helps children before they need her input, reducing opportunities for them to develop their own ideas during their play.
- The childminder does not consistently seek out the views of parents to help her evaluate her practice to identify and target further areas for improvement.

What the setting needs to do to improve further

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

- strengthen opportunities for children to develop their own ideas during their self-chosen play
- improve the self-evaluation process to include parents' views and suggestions to identify strengths and areas for improvement.

Inspection activities

- The inspector observed the childminder interacting with children.
- The inspector reviewed a sample of documentation.
- The inspector spoke to parents.
- The inspector and childminder participated in a joint observation.

Inspector

Genevieve Mackenzie

Inspection findings

Effectiveness of the leadership and management is good

The childminder develops good relationships with parents. Parents are happy with the communication they receive from the childminder and feel that their children make good progress. The childminder liaises with her co-childminder to evaluate the quality of practice and asks children for their feedback on the activities she does with them. However, she does not successfully engage all parents in the process. The childminder forms a strong team with her co-childminder. They work together closely to encourage children to learn in a nurturing environment. Safeguarding is effective. The childminder has a good understanding of child protection and understands her responsibilities and the process to follow if she has a concern.

Quality of teaching, learning and assessment is good

The childminder promotes literacy development well. For example, she encourages children to use different tools during art activities to help them develop early writing skills and reads to children to encourage a love of stories. Children learn to be independent. For example, the childminder encourages toddlers to pour their own water. The childminder helps young children to develop their language skills through role play. For example, she encouraged children to contact their parents on a pretend telephone. The childminder shares information with parents daily, including through an electronic diary. She informs parents about children's achievements and interests. The childminder helps children to gain physical skills. For example, she regularly takes children to the park so they have space to run and a wider range of play equipment to use.

Personal development, behaviour and welfare are good

The childminder helps young children to learn about cultural diversity. For instance, she uses art to help children experience all relevant celebrations. For example, they made Christmas decorations and decorated the Christmas tree. She spoke to the children asking simple questions to find out what the children knew about Christmas. The childminder helps children to behave well. For example, she talks to children about their behaviour and asks them to apologise in a gentle and calm way. The childminder responds to and interacts with children well. For example, she explains to children how to share and reminds them to say 'Please' and 'Thank you'.

Outcomes for children are good

Overall, children achieve typical levels of development, making good progress from their starting points. They use mathematical language in their play; they speak about the shapes they like and count during their activities. They are confident and develop strong social skills, which help to prepare them for their next stage of learning, including starting nursery or school.

Setting details

Unique reference number	EY410613
Local authority	Surrey
Inspection number	838609
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	29 September 2010
Telephone number	

The childminder registered in 2010. She lives in the village of New Haw, near Addlestone, Surrey. The childminder works closely with another childminder, who is also her husband. She is open from Monday to Friday from 8am to 6pm, 48 weeks a year.

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