

Childminder Report

Inspection date

30 May 2018

Previous inspection date

5 December 2016

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

- Children have a close attachment with the childminder and to each other. They choose their own resources and are keen to learn in a warm and friendly setting.
- The childminder works well with her co-childminder and assistant, and keeps up to date effectively with new practice and current guidelines.
- The childminder has good partnerships with parents and other professionals, which help to provide consistency in children's care, learning and development.
- The childminder identifies any gaps in children's learning well and works with parents and other professionals to support children's ongoing development.
- Children begin to learn some of the skills they need that help them prepare for school. For example, they gain independence and learn how to put on their boots and coats.
- The childminder teaches children about healthy eating and the positive effect food has on our bodies. She supports children to understand the importance of a healthy lifestyle.

It is not yet outstanding because:

- Occasionally, the childminder misses opportunities to extend older children's communication.
- Sometimes, the childminder does not provide enough opportunities for children to learn about, value and develop an understanding of their own and other cultures, to strengthen their understanding of diversity.

What the setting needs to do to improve further

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

- make the most of opportunities to challenge and extend older children's language to the highest levels consistently
- increase opportunities for children to learn about, value and develop an understanding of their own and other cultures

Inspection activities

- The inspector viewed the premises.
- The inspector observed the childminder interacting with the children.
- The inspector took into account the views of parents.
- The inspector sampled documentation, including planning, children's development records, policies and procedures.
- The inspection spoke with the childminder at convenient times during the inspection.

Inspector

Susan Allen

Inspection findings

Effectiveness of the leadership and management is good

The childminder is aware of what to look out for if she has a concern about a child's welfare and has effective procedures to follow. Safeguarding is effective. The childminder reflects on her practice, with her co-childminder and assistant. She effectively includes the views of parents and children when seeking to improve the setting. She meets often with her assistant to help her understand her role and responsibilities. The childminder has conducted her own research to build on her professional knowledge. For example, she has improved her planning, which helps to support children's engagement in activities in which they are interested. This helps to strengthen their motivation to learn. Since her last inspection the childminder had moved to her current setting and has more space for children to move around freely and explore the large outdoor environment.

Quality of teaching, learning and assessment is good

The childminder knows each child well and adapts her practice to suit their individual needs. For example, she engages younger children by using gestures and noises, and asks questions of older children. The childminder teaches children about mathematics effectively. For example, young children begin to recognise numbers and older children learn how to measure effectively, for instance when cutting different lengths of tape. The childminder is successful in supporting children's emotional development. They are confident and manage small tasks on their own. Overall, the childminder prepares children well for school. Older children share resources with the younger children, offering helpful items to make a model dinosaur. Children are kind and considerate to others.

Personal development, behaviour and welfare are good

The childminder manages children's behaviour positively and sets clear boundaries for them. She agrees methods to manage children's behaviour with parents, to help support continuity. Children are happy and confident. The childminder acts as a positive role model. She helps build children's self-esteem and consistently acknowledges their good behaviour. She meets the needs of children in her care well. The childminder effectively teaches children how to keep themselves safe. For example, children know not to climb the slide with toys in their hands and only go down it when it is clear of other children.

Outcomes for children are good

Children have opportunities to be active in a number of ways, including trips to the park, soft play and walking in the woods. They have many opportunities to develop their physical skills in the large forest garden play area. For example, they make camps in the garden and learn how to identify different bugs. Children also visit other groups, which the childminder uses well to help develop their social skills. Children learn to share, take turns and play together well. Children make good progress from their starting points.

Setting details

Unique reference number	EY443133
Local authority	Surrey
Inspection number	1136950
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	12
Number of children on roll	17
Name of registered person	
Date of previous inspection	5 December 2016
Telephone number	

The childminder registered in 2012. She lives in Banstead, Surrey. The childminder operates Monday to Friday from 7.30am to 6pm, for 45 weeks of the year. The childminder receives funding for free early education sessions to children aged three and four years. The childminder works with a co-childminder and an assistant.

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