

Childminder Report

Inspection date	30 November 2016
Previous inspection date	18 March 2013

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 knows children well. She has a good understanding of their individual needs and forms close relationships with them. This helps children to settle quickly.
- The childminder and her co-minder generally provide a good range of activities which they adapt to meet the needs of all children. Children are keen to take part, enjoy learning and make consistently good progress.
- The childminder is keen to continuously improve her practice. She works closely with other childminders and makes good use of early years websites to ensure her knowledge is up to date. For example, she has a good understanding of current safeguarding legislation.
- The childminder has good relationships with other settings that children attend. She regularly shares information about their development and understands the importance of partnership working to support children's ongoing development.
- The childminder has strong relationships with parents. She makes sure they are aware of what their children are doing and involves them in their learning.

It is not yet outstanding because:

- The childminder does not make the most of routine times of the day to help provide children with opportunities to learn even more.
- Occasionally, children do not understand they only have a limited time in which to make the most of activities they take part in.

What the setting needs to do to improve further

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

- improve children's learning opportunities during their daily routines and activities
- help children to have a greater understanding of how they can get greater benefit from the activities in which they take part, given the time they have.

Inspection activities

- The inspector observed activities and the childminder's interactions with children in the indoor environment.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector viewed a range of written documentation including risk assessments, training certificates and policies.
- The inspector viewed children's development records and tracked their progress.
- The inspector spoke to some parents and viewed written feedback to gain their views.

Inspector

Hannah Barter

Inspection findings

Effectiveness of the leadership and management is good

The childminder places high regard on making sure children are safe. For example, she risk assess her home each day. The childminder has a secure knowledge of child protection procedures and the process she would follow if she had concerns about a child's safety. Safeguarding is effective. The childminder shares written policies with parents to ensure they are aware of her role and responsibilities. She has made good progress since her last inspection and in addressing the recommendations set. For example, children have good opportunities to see and use print in the environment. The childminder and co-minder monitor children's progress effectively. They track their development regularly, and together ensure children have effective opportunities to make good progress.

Quality of teaching, learning and assessment is good

Observation and assessments of children's learning are good. They clearly show what children are interested in or reluctant to explore, and the childminder uses this information to plan activities. For example, some children do not like getting messy. The childminder adapted a group activity to ensure all children could take part. She provided utensils and other resources for children to explore a different material so they would not have to get their hands messy. The childminder supports children's communication and language skills well. For example, she talks to them while they play and asks a good range of questions to make them think and respond.

Personal development, behaviour and welfare are good

Children are happy and have secure relationships with the childminder and her co-minder. They seek them out for reassurance and affection and have a good understanding of what is expected of them. The childminder praises children regularly with 'high fives' and cheers. This helps to encourage children's positive behaviour and willingness to have a go and try new things. The childminder supports children's knowledge and understanding of healthy lifestyles. For example, she teaches them to wash their hands before eating. Children have daily opportunities to socialise with other children in the local community. For example, they visit toddler groups and soft-play centres, which also help develop children's physical and social skills.

Outcomes for children are good

Children make consistently good progress in preparation for their future learning and move to school. They are beginning to understand that letters represent different sounds and meanings. For example, they match letters that they create from dough to their table placemats. All children learn to be independent, for example they choose their own snacks and readily feed themselves.

Setting details

Unique reference number	EY450332
Local authority	Surrey
Inspection number	1062813
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	5
Number of children on roll	5
Name of registered person	
Date of previous inspection	18 March 2013
Telephone number	

The childminder registered in 2012 and lives in Dorking, Surrey. She operates her service Monday to Friday from 8am until 6pm, all year around. The childminder works with a co-minder.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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