

# Childminder Report

<b>Inspection date</b>	22 October 2015
Previous inspection date	12 January 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 has a clear understanding of her roles and responsibilities. They are dedicated and enthusiastic about their childcare provision. Both the childminder and her assistant understand how to support children's individual and differing needs well.
- The childminder provides a very warm welcome and organises the environment well for children. Children enjoy their play and the high-quality resources help them learn.
- Children have very strong emotional attachments to the childminder and her assistant. They help children to feel secure and are particularly successful in encouraging children's independence and confidence.
- The childminder supports children's good health. They thoroughly enjoy her home-cooked, nutritious evening meals. Children benefit from a range of activities that help them to be active after school, which contribute to their physical well-being.
- Both the childminder and her assistant have effective teaching skills. They provide a wide range of interesting and challenging activities that help to promote children's development. Children make good progress in their learning.

### It is not yet outstanding because:

- The childminder's partnerships with parents and others involved in the children's early education do not fully support a joint approach to planning for their progress.

## What the setting needs to do to improve further

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

- work more closely with parents and others involved in supporting children's early education to ensure a joint approach to planning for their progress.

### Inspection activities

- The inspector observed children engaged in activities indoors.
- The inspector discussed the childminder's practice with her, including the impact of her teaching methods to support children's progress.
- The inspector sampled a range of documentation relating to safeguarding, children's well-being, progress and development.
- The inspector spoke to parents and took account of their views.

### Inspector

Amanda Tyson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the procedures to follow if she is concerned about a child's welfare. She makes good use of online health, safety and child protection training to ensure her knowledge and understanding, and that of her assistant, remains current. The childminder makes good use of self-evaluation to identify ways to improve her planning. Children enjoy a good range of activities that challenge their learning. The childminder seeks the views of parents and children and discusses the effectiveness of her planning with her assistant at the end of each day to make continued improvements. The childminder monitors children's progress to plan for their next steps in learning.

### Quality of teaching, learning and assessment is good

The quality of teaching is good. The childminder completes detailed observations on children. She uses the information to identify plans to help individual children progress. The childminder and her assistant have good relationships with parents and share some information with them about their children's learning. Children are keen to engage in the challenging activities. For example, they looked at a picture card, absorbed the detail and answered questions, which challenged their memory. The childminder's assistant is a very good storyteller. He keeps children focused by asking questions that help them think and express their own ideas. The childminder helps children to practise key early reading, writing and mathematical skills through games and practical routines, for example when they lay the table for dinner. Children benefit from a good range of outings during the school holidays to extend their learning, for example to museums, farms and the countryside.

### Personal development, behaviour and welfare are good

Children are extremely happy and have a strong sense of belonging in the childminder's home. The childminder uses her good selection of books and toys to help children understand what makes them unique. She talks to them about different types of disability, religious beliefs, traditions and lifestyles. They are very good-natured, polite and kind towards each other. Squabbles are rare because the childminder has helped children to learn how to negotiate and resolve problems. Children described very clearly what they would do in the event of a fire or if they were to get lost, demonstrating how to keep safe. Children need no reminders to follow good hygiene practice. They wash their hands and enthusiastically show off their 'clean hair' after bathing at the end of the day.

### Outcomes for children are good

Children make good progress in their learning and development and are very well prepared, emotionally and practically, for starting nursery or school. They manage their own personal care, develop a strong 'have-a-go' attitude and confidently express their views.

## Setting details

<b>Unique reference number</b>	EY429580
<b>Local authority</b>	Surrey
<b>Inspection number</b>	823525
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12 January 2012
<b>Telephone number</b>	

The childminder registered in 2011. She lives in Walton-on-Thames, Surrey. The premises are not accessible to wheelchairs. The childminder works with her husband who is her assistant.

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