

# Childminder Report

**Inspection date**

10 November 2015

Previous inspection date

29 May 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 good understanding of how to promote children's welfare and safety, and has strong expectations for herself and the children.
- The childminder has a good understanding of how children learn, and consistently plays alongside them at their level to promote their skills.
- Children build strong attachments to the childminder and are confident to separate from their parents. Children develop good emotional development.
- Children's attainments are well within the typical range for their stage of development and they make good progress in their learning.
- The childminder has a good understanding of how to work in partnership with schools and other daycare providers to promote consistent care for children.

### It is not yet outstanding because:

- The childminder is skilled at promoting children's communication and language skills. However, she is not fully aware of how learning English as an additional language typically affects children's language development. This has a minor impact on the range of techniques she has to support the teaching of children.
- The childminder does not always include children in solving problems, which hinders their ability to find answers and solutions.

## What the setting needs to do to improve further

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

- strengthen knowledge and understanding of how multi-lingual children acquire language to refine teaching skills in this area
- improve children's thinking skills by offering choices and encouraging them to find their own solutions.

### Inspection activities

- The inspector observed children at play in the childminder's home.
- The inspector examined a range of documentation, including training certificates and children's records.
- The inspector and childminder evaluated the play and learning that took place.

### Inspector

Susan McCourt

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows what action to take should she have any concerns about a child's welfare. She reviews her safeguarding policy regularly to keep it up to date. The childminder has a professional approach to her work and has taken well-targeted action to address actions and recommendations from the last inspection. As a result, she has a comprehensive system to promote children's learning and development in partnership with parents and others. The childminder reflects on her work and adapts her systems to suit individual children; for example, she reviews children's progress more frequently when they are younger, in order to more closely monitor their fast development. Her recent training and development work with the local authority has had a good impact on the learning environment, strengthening children's choices in selecting what to play.

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

The childminder meets with parents before children start in her setting and they work together to share a full picture of children's individual needs, abilities and interests. The childminder plans a wide range of activities to engage children in play and interacts alongside them. She has good skills in promoting children's communication and language abilities, adapting how she talks to different age groups and using a wide vocabulary. The childminder is very skilled at assessing children's development and identifying their next steps in learning. She shares reviews of children's progress with parents and builds a strong partnership with them in support of children's development.

### Personal development, behaviour and welfare are good

The childminder creates an interesting and varied learning environment where children can be independent and enjoy play activities in all areas of learning. Her routine includes regular outings to local groups and natural areas so children get to know their community and environment. Children enjoy exploring and are well-motivated to play and learn. The childminder follows children's individual routines in terms of sleep and preferred eating times, which help younger children feel settled and contented. Children develop good physical care and development; they adopt good hygiene routines and enjoy healthy snacks and meals. Children's behaviour is good. They cooperate well together in play and take responsibility for tidying their things and sharing. Children are confident and have good self-esteem because the childminder gives precise and timely praise frequently in play.

### Outcomes for children are good

Children achieve well within the typical range of development across all areas of learning. They very much enjoy playing and are highly engaged in their activities. Overall, children acquire good skills for their future learning.

## Setting details

<b>Unique reference number</b>	EY435941
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1016787
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	3
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29 May 2015
<b>Telephone number</b>	

The childminder registered in 2011. She lives in Leatherhead, Surrey. She works Monday to Friday throughout the year.

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