

# Childminder Report

**Inspection date**

6 November 2015

Previous inspection date

31 March 2009

<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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are highly motivated to learn. They are eager to explore and investigate how things work.
- The quality of the teaching is good. The childminder provides a wide range of good quality learning experiences for the children. Children make good progress in their learning and development. They have a positive attitude to learning, are independent and acquire skills that prepare them well for their future education. ?
- The childminder actively promotes children's understanding of equality and diversity through discussions and extremely well-chosen resources and activities. Children's behaviour is exemplary and they are learning to respect one another.
- The childminder is extremely kind and approachable. Children establish very strong attachments with the childminder and thrive in her care. Children are very confident, settled and secure.
- Very good partnership between parents and the childminder helps to ensure that parents are well informed about their child's development and progress.

### It is not yet outstanding because:

- The childminder does not consistently use the monitoring of children's learning to reflect effectively on the educational programme. Therefore, she does not always precisely identify areas to improve further.
- The childminder provides few opportunities for children to learn and practise using technology in everyday activities.

## What the setting needs to do to improve further

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

- strengthen the evaluation of the overall educational programme to identify precisely areas to improve further
- improve opportunities for children to develop their understanding of technology.

### Inspection activities

- The inspector and the childminder jointly observed children at play.
- The inspector reviewed some documentation, including evidence of the suitability of the adults living in the childminder's home and her training certificates.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities, and assessed the impact this has on children's learning.
- The inspector took account of the written views of parents.

### Inspector

Claire Meyer

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a high regard for children's safety and has attended training. She understands how to keep children safe and protect them from harm. The childminder is deeply committed to ensuring each child has an equal opportunity to learn, develop and achieve. The childminder reflects on her practice and seeks parents' views for areas to improve. She has introduced new ways of working with parents to gather termly information about children's learning and interests at home. The good partnership with parents means that there is a consistent approach to children's learning. Parents value the childminder and the progress their children make with her.

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

The experienced childminder understands how children learn and develop. She carefully follows their interests and extends learning opportunities in everyday routines. She knows the children well and accurately assesses their progress. Children become deeply engaged and enjoy exploring the resources. For example, they count out small figures and animals and discuss what they are doing. They develop an early understanding of capacity when they pour and fill containers, and also develop good coordination. The childminder skilfully teaches children mathematical language, such as the position of objects, size and shape. The childminder talks with children about what they are doing when exploring objects. She asks questions, such as 'Why do crabs not always spend time in the water?', and gives children time to think and express their ideas.

### Personal development, behaviour and welfare are outstanding

Children thrive in the childminder's nurturing and stimulating home. Children form very close bonds with the childminder and thoroughly enjoy their time with her. She gets to know children well and is kind and approachable. Children behave exceptionally well because the childminder is highly consistent in teaching simple boundaries. Children respond to her praise for their efforts and achievements. The childminder provides excellent opportunities for children to learn about the benefits of eating well and taking regular exercise. She also ensures they get outside in the fresh air daily, whether in her garden or the local environment. During personal care routines, the childminder skilfully encourages the children to confidently carry out simple tasks, such as putting on socks and using tissues to clean their runny noses.

### Outcomes for children are good

Children make good progress in their learning. Children are well prepared for school. They have good mathematical understanding, recognise their written name and are beginning to explore letter sounds in familiar words.

## Setting details

<b>Unique reference number</b>	EY300537
<b>Local authority</b>	Surrey
<b>Inspection number</b>	847406
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	31 March 2009
<b>Telephone number</b>	

The childminder registered in 2005. She lives in Walton-on-Thames, Surrey. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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