

# Childminder Report

**Inspection date**

24 November 2015

Previous inspection date

27 January 2011

<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 regularly observes and assesses children's learning and uses this information to plan for the next stages of their learning. She accurately monitors children's development to swiftly address any emerging gaps in children's progress.
- The childminder has good partnerships with parents. She gathers detailed information when children first start at the setting and shares information on a daily basis to promote continuity of care and learning.
- The childminder's effectively implements her robust policies to support her good practice. She supervises children vigilantly and minimises any risks in her home and on outings.
- Children develop an understanding of a healthy lifestyle. The childminder provides nutritious home-cooked meals and works closely with parents to support children's healthy choices.
- The childminder provides children with daily opportunities for fresh air and exercise. Children thoroughly enjoy walks to the woods and parks, and regular visits to groups in the local community.

**It is not yet outstanding because:**

- The childminder does not consistently use all opportunities to encourage children to develop their independence through some everyday routines.
- The childminder does not always encourage children to explore and investigate through everyday experiences, to fully promote their understanding of the world around them.

## What the setting needs to do to improve further

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

- provide more opportunities to encourage young children to develop their independence during everyday experiences
- extend opportunities for children to explore and investigate through daily activities, to strengthen their understanding of the world.

### Inspection activities

- The inspector held discussions with the childminder and children throughout the inspection.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector viewed the areas of the premises used for childminding.
- The inspector looked at a range of documentation, including policies and procedures, risk assessments and the children's learning and assessment records.

### Inspector

Jane Franks

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder regularly updates her safeguarding training and has a good understanding of the procedures to follow if she has concerns about a child's welfare. The childminder is very proactive. She regularly reflects on her provision to identify strengths and address areas for improvement. She keeps up to date with changes in current practice and uses parents' views to further develop her provision. The childminder attends training and reads literature to enhance her professional development. For example, recent research on speech and language has had a positive impact on children's learning. The childminder has established good links with other early years settings. She seeks support from her local early years team and other childminders to help improve her teaching skills and outcomes for children. Parents comment they are very happy with the wide range of good-quality experiences the childminder offers and the progress their children make.

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

The childminder has a good understanding of how children learn. She knows children well and plans activities to support their ongoing development. The childminder encourages children's vocabulary very well to extend their speech and language skills. For instance, she consistently talks to children and introduces new words throughout activities. The childminder introduces mathematical concepts as children engage in play. Children develop an understanding of number as they construct towers and excitedly join in with number songs. The childminder encourages children to move in many different ways. Children excitedly crawl through tunnels, and pretend to move over and under obstacles as they very enthusiastically take part in role play.

### Personal development, behaviour and welfare are good

Children develop a strong sense of belonging in this welcoming environment. They have close relationships with the childminder and excitedly greet their friends as they arrive. Children behave well. For example, they learn to share, take turns and to respect each other's similarities and differences. The childminder communicates with all children positively. For instance, she listens to what children are trying to say and continually praises their efforts. Children gain confidence and good self-esteem. They join in with action songs and thoroughly enjoy their time exploring musical instruments. Children learn how to manage risks in safe surroundings. For instance, they regularly go for walks in the community and learn about road safety.

### Outcomes for children are good

Children make good progress in relation to their starting points. They are gaining the skills that prepare them well for school.

## Setting details

<b>Unique reference number</b>	EY414821
<b>Local authority</b>	Surrey
<b>Inspection number</b>	832197
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	27 January 2011
<b>Telephone number</b>	

The childminder registered in 2010. She lives in a residential area of Staines, Surrey. The provision operates Monday to Friday, from 7.30am to 6.30pm, for the majority of the year.

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