

# Childminder Report

**Inspection date**

15 March 2016

Previous inspection date

4 October 2010

<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 uses self-evaluation effectively. She focuses on her professional development and identifies good ways to continually improve outcomes for children.
- The childminder provides very good support for children's language and communication skills. Children are confident communicators. They re-call past events and clearly vocalise their actions.
- The childminder uses her observations and children's interests well to support their learning. Children are eager to take part in activities, persevere and repeat tasks to consolidate their learning. They make good progress in all areas of their development.
- The childminder meets children's physical and emotional needs well. They are happy and settle quickly. Children develop a positive awareness of leading a safe and healthy lifestyle. For example, older children carefully carry scissors to the table, understand the need for safety around the oven and discuss healthy eating benefits.
- The childminder has good partnerships with parents. They exchange regular information and work together effectively, for example when managing children's behaviour.

### It is not yet outstanding because:

- The childminder does not always give children time to think of solutions to problems before responding for them.
- The childminder misses opportunities for children to use books to gain information.

## What the setting needs to do to improve further

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

- give children more time to think and consider ways to find solutions to problems
- improve children's opportunities to use books to find information and extend their learning further.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors.
- The inspector talked to the childminder and carried out a joint observation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector took account of the childminder's self-evaluation systems and written feedback from parents left for the inspection.
- The inspector sampled documentation, including policies and procedures, children's development records and information for parents.

### Inspector

Elaine Douglas

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of how to protect children from the risk of harm. She carries out regular risk assessments and takes secure action to provide a safe environment. The childminder attends relevant training to extend her knowledge on how to meet children's individual needs. For example, she has looked at children's particular patterns of learning to find ideas on how she can plan to support their thinking. Through observing children's involvement, she has changed the organisation of resources to enable children better access and more independent choices. The childminder monitors children's overall development well to ensure they reach their potential. She is proactive in sharing information with other early years providers to have a consistent approach to children's care and development.

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

The childminder assesses children's achievements well and has a secure knowledge of their next stages of learning. She plans good activities that motivate and promote all areas of children's development. For example, children learn about nature through a wide range of experiences. The childminder uses good questioning for children to learn about cause and effect. For example, children notice that when dough is cooked it rises and gets bigger. The childminder provides effective support and a willing playmate. Children have many opportunities to be creative and imaginative. The childminder provides good support for children to make predications and test their ideas. For example, they find out how to roll dough to make their 'snail' shell bigger or smaller.

### Personal development, behaviour and welfare are good

The childminder promotes children's well-being effectively. She praises children and encourages their turn taking, sharing and interaction with each other. Children have good manners, behave well and develop a positive respect for people's differences. The childminder effectively supports children to recognise that they all have an opinion and different ideas. She provides a good role model, listening to children and acknowledging their suggestions. Children develop good relationships, strong self-esteem and effective social skills.

### Outcomes for children are good

Children gain strong skills in preparation for school. For example, they learn mathematical terms when cooking, use a range of tools and notice the changes to the ingredients when baking. Older children write their name, and listen and follow instructions. Children are confident, independent and keen learners. For example, they eagerly initiate creating caterpillars and butterflies after a trip to the park. They select what they need from the good range of resources.

## Setting details

<b>Unique reference number</b>	EY341116
<b>Local authority</b>	Surrey
<b>Inspection number</b>	834974
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	4 October 2010
<b>Telephone number</b>	

The childminder registered in 2006 and lives in West Molesey, Surrey. She provides care Monday to Thursday for 48 weeks a year, including before and after school. The childminder holds a level 3 early years qualification.

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