

# Childminder Report

**Inspection date**

14 April 2016

Previous inspection date

23 November 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 plans stimulating activities that motivate children to join in. Children make good progress from their starting points.
- The childminder provides daily opportunities for children to be physically active. For example, they go to parks and on local walks.
- The childminder supports children's understanding of behaviour well. For instance, she teaches children her rules and encourages them to be caring and respectful.
- Partnerships with parents and carers are good. For example, the regular sharing of information provides continuity for children and helps to involve parents in their children's learning.
- The childminder places a strong focus on children's safety and supports them in learning to keep themselves safe through a variety of activities.

### It is not yet outstanding because:

- Children do not consistently benefit from a broad range of activities to support their early literacy skills.
- The childminder misses some opportunities to help children learn about the benefits of healthy eating and the positive effect it has on their bodies.

## What the setting needs to do to improve further

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

- increase opportunities for children to develop their early literacy skills
- strengthen children's awareness and understanding about the benefits of healthy eating.

### Inspection activities

- The inspector had a tour of the areas used for childminding.
- The inspector observed children and the childminder during play.
- The inspector examined a sample of policies, documents and children's records.
- The inspector read feedback from parents to gain their views.
- The inspector discussed the childminder's self-evaluation process.

### Inspector

Alison Southard

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows what to do in the event of any concerns about children's safety or welfare. She reflects on her teaching practice to identify areas to develop further. She attends training and shares ideas with other childminders to help keep her knowledge and skills up to date. The childminder seeks the views of parents and children to help make improvements and maintain good outcomes for children. The childminder has addressed previous recommendations made. For example, the monitoring of children's progress is now effective. Parents speak highly of the childminder and the care and learning their children receive.

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

The childminder regularly observes children while they play and assesses their progress to identify what they need to learn next. She plans activities around children's interests and incorporates their next steps in learning. For example, children enjoy the outdoors and the childminder plans outings and activities to extend their understanding of the world around them. The childminder introduces early mathematical ideas and language into children's play. For instance, she discusses the different sized shells in the sand tray and encourages children to throw bean bags into numbered pots. The childminder supports children's communication and language skills well. For example, she repeats words for children to help them learn new vocabulary and engages them in continuous discussions. Children enjoy looking at books independently and with the childminder.

### Personal development, behaviour and welfare are good

The childminder supports children's emotional development effectively. For example, she has good settling-in procedures and holds discussions with parents to help her plan for children's needs and interests effectively from the outset. Children form positive relationships with the childminder and invite her into their play. For example, they make cups of tea for the childminder during imaginative play. Children learn about the differences between themselves and others. For example, the childminder provides resources and activities that support children's growing awareness of diversity and different cultures and festivals. Children develop good hygiene practices and eat healthy snacks and meals.

### Outcomes for children are good

Children make good progress from their starting points. They are inquisitive and eager to explore and learn. Children make choices in their play and develop good independence skills. They develop respect for the environment. For instance, they use the broom to help sweep up. They mix with other children at various group times and begin to learn to play alongside them well. Children gain confidence in their abilities and develop the key skills they need for the next stage in learning and school.

## Setting details

<b>Unique reference number</b>	121537
<b>Local authority</b>	Surrey
<b>Inspection number</b>	840384
<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 - 7
<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>	23 November 2011
<b>Telephone number</b>	

The childminder registered in 1993. She lives in Walton-on-Thames, in the local borough of Elmbridge in Surrey. She works Monday to Friday from 8am until 6pm for most of the year. The childminder has a relevant qualification at level 3.

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Piccadilly Gate  
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