

# Childminder Report

**Inspection date**

17 May 2016

Previous inspection date

Not applicable

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| 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 understands how children learn. She creates a challenging learning environment and children are motivated, and enthusiastic, as they play and learn. Children make good developmental progress from their starting points.
- The childminder has a warm and sensitive manner. She is a good role model and provides children with regular praise and encouragement. Children behave very well. They are considerate, respectful and tolerant, and play harmoniously together.
- Partnerships with parents are good. The childminder exchanges detailed information about children's care and learning, and how this can be supported at home. Parents comment that they are extremely happy with the care the childminder provides.
- The childminder reflects on her practice regularly. She has made a clear and accurate self-assessment of what she does well, and where she can make further developments, to help improve children's outcomes.

### It is not yet outstanding because:

- Occasionally, the childminder over-directs children's play missing opportunities to encourage them to follow and share their own ideas.
- The childminder's professional development plan is not targeted on raising the quality of her teaching to the highest level across all areas of learning.

## What the setting needs to do to improve further

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

- provide children with more opportunities to explore and develop their own ideas and interests during their play and learning
- extend the plan for professional development so that it focuses more precisely on improving teaching skills to an even higher level across all areas, to help children make the best progress possible.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector viewed a range of documentation, including policies and procedures, observation, assessment, planning and tracking records, children's records, risk assessments and qualifications.
- The inspector spoke with the childminder and jointly evaluated an activity. The inspector spoke with children at appropriate times throughout the inspection.
- The inspector took into account the written views of parents.

### Inspector

Julie Swann

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder demonstrates a clear understanding of how to report any safeguarding concerns she may have about a child's welfare. She teaches children to assess risks for themselves and about how to stay safe. The childminder is experienced and reviews her teaching, and children's outcomes, regularly. For example, she monitors and tracks children's progress carefully, and puts in place appropriate interventions to close any gaps in their learning. The childminder meets with other childminders, for example, to share ideas for good practice. She has systems in place to exchange detailed information with other settings when the time comes for children to move, to help provide consistency in children's care and learning.

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

The childminder observes and assesses children's development regularly to help plan exciting activities that she bases on their individual interests. The childminder promotes children's communication and language development well. For example, she talks to the children about what they are doing, encourages them to repeat words back to her and sensitively introduces new words, such as 'spikey' and 'pineapple'. Children engage in role-play activities, based on their own experiences. For example, they fill their toy cars with petrol, discuss what they have bought at the shops and make 'cups of tea'. Children show an interest in programmable toys. For example, they excitedly press buttons on a pretend phone to call their mum and move their bodies in time to music.

### Personal development, behaviour and welfare are good

The childminder supports children's personal, social and emotional development well. For example, she gives each child plenty of individual attention and they have developed very secure relationships with her. Children learn about the importance of how to lead a healthy lifestyle. For example, they wash their hands independently and discuss with the childminder why fruits and vegetables are good for them. The childminder supports children to develop good physical skills. For example, children enjoy regular fresh air, regardless of the weather, and develop an appreciation of the natural world as they monitor baby birds in the garden. Children begin to respect and learn about diversity in ways that are meaningful and appropriate for their age.

### Outcomes for children are good

Children gain the skills and attitudes they need to be ready for the next stage in their learning, including going to school. They are confident and sociable, and keen to explore. Children's mathematical skills develop well. For example, they count, sort and match items, and confidently talk about colours. Children practise their early writing skills and begin to identify and form letters as they paint with water for example.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY476725  |
| <b>Local authority</b>             | Surrey  |
| <b>Inspection number</b>           | 1002499   |
| <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>       | 1 - 3   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 3   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | Not applicable  |
| <b>Telephone number</b>            |   |

The childminder registered in 2014 and lives in Mytchett in Surrey. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for family holidays and bank holidays.

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