

# Childminder Report

**Inspection date**

14 June 2016

Previous inspection date

13 March 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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 develops secure bonds with children, who show that they feel secure in her care. She helps them to learn the skills they will need for their future learning and in readiness for school.
- Partnerships with parents are very good. The childminder regularly shares younger children's development folders with parents and involves them in identifying their next steps in learning.
- The childminder acts as a good role model and manages children's behaviour well. She uses a calm and consistent approach to help children learn what is expected from them.
- The childminder evaluates her service and gathers the views of parents and children. She uses these to help her target changes where she can improve her practice and outcomes for children.
- Children enjoy using the wide range of resources available. They happily involve themselves in different activities and are motivated to try new things.

### It is not yet outstanding because:

- The childminder, on occasion, does not give children enough time to respond to the questions she asks them. This does not fully support them to build on their developing communication and problem-solving skills even further.
- The childminder does not always make effective use of different materials to extend children's creativity, such as through arts and crafts, and build on their learning further.

## What the setting needs to do to improve further

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

- strengthen children's already good communication skills and consistently give them enough time to think about and form their responses
- build on opportunities for children to express their creativity.

### Inspection activities

- The inspector viewed the areas of the premises that the childminder uses with the children.
- The inspector sampled a wide range of policies, procedures and records, including those linked to the childminder's suitability checks, safeguarding, and learning and development.
- The inspector took into account the written feedback from parents and children available at inspection.
- The inspector talked to the childminder and children throughout the inspection.

### Inspector

Anne Nicholson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good and up-to-date knowledge of safeguarding procedures and is aware of where to refer any concerns for a child's welfare on to. She assesses her premises and outings for potential hazards and takes steps to minimise these so children can play in safety. The childminder has a range of policies and procedures and she shares these with parents to help inform them of her service. The childminder uses research, and talking with other professionals, to help her develop her practice and knowledge. She uses what she learns to help improve outcomes for children.

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

The childminder gathers information from parents to help her identify where children are in their learning. She uses this and her observations and assessments to help her plan activities and monitor children's progress well. For example, she encourages children to choose the activities that they want to do, such as playing with the farm and animals. She then sits with them to talk through and share in what they are doing and to help develop their emerging language and communication skills. For example, while children collect an egg from the chicken coup, the childminder encourages them to gently carry the egg. The childminder builds on what children learn at other settings, such as school, well. For example, she discussed the Union Jack to build on their interest in the Queen's birthday.

### Personal development, behaviour and welfare are good

The childminder offers a friendly and welcoming environment for children to play in. She provides children with consistent comfort and praise and they settle quickly in her care. The childminder helps children learn to be independent and teaches them how to keep themselves safe. For example, she helps them to understand why they need to wash their hands before eating and after holding the chicken's egg. She also reminds them why they need to tidy away some toys so there is space to play with other toys and no obstacles to trip over. Children learn about healthy lifestyles and eat nutritious snacks and meals. They enjoy playing out in the fresh air, such as using the equipment in the park or walking around the local pond, and this helps to develop their physical skills further. Children gain a good awareness of the wider world and diversity.

### Outcomes for children are good

Children make good progress in their learning given their starting points. They enjoy joining in activities that are planned for them. For example, they confidently remove the lid off an empty plastic bottle and post pasta shapes into it. They attempt to reseal the lid, although they need help for this, and are then encouraged to place stickers on the bottle to decorate it. They then excitedly shake the bottle and listen to the sound it makes. Children share and take turns with the childminder well.

## Setting details

<b>Unique reference number</b>	120665
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1048627
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	13 March 2013
<b>Telephone number</b>	

The childminder registered in 2000. She lives in Knaphill, in Surrey. She operates from Monday to Thursday, between 7.15am and 5.30pm, term time only. She has a relevant childcare qualification at level 3.

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