

# Childminder Report

**Inspection date**

14 June 2016

Previous inspection date

22 November 2012

<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 reviews her provision effectively to improve her practice. She identifies strengths and weaknesses, and focuses on improving the service she provides. This has enabled her to improve outcomes for children.
- The childminder has established good relationships with parents. She keeps them well informed of their children's progress and supports their learning at home effectively.
- The childminder has a good understanding of how to support children's learning as they play and explore. She provides children with a good range of challenging activities that engage them well and build on their interests. Children are motivated to learn and make good progress.
- The childminder builds good bonds with children. She is warm and caring, and children are happy and secure.

### It is not yet outstanding because:

- The childminder does not always recognise when to give children more time to try practical tasks for themselves.
- The childminder sometimes overlooks opportunities to challenge children's mathematical understanding even further.

## 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 try things for themselves to develop their practical skills further
- make full use of opportunities to help children learn about a range of mathematical concepts.

### Inspection activities

- The inspector observed the quality of teaching indoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector viewed the areas of the childminder's home used by children.
- The inspector looked at relevant documentation, such as policies and children's records.
- The inspector took account of parents' views.

### Inspector

Anne Clift

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of how to keep children safe. She has a clear understanding of the process to follow should she need to report any concerns about a child's well-being. The childminder monitors children's development effectively to maintain a good overview of their progress, enabling her to quickly identify any gaps in children's learning. The childminder understands the importance of working with other providers to ensure continuity and good outcomes for children.

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

The childminder is actively involved in children's play and effectively supports their conversation skills. For example, she interacts well with children, listens carefully and values what children have to say. The childminder encourages children to be imaginative. For example, she enhances children's role-play cooking with interesting ideas, such as woollen spaghetti. The childminder plans engaging activities to help children with their physical development. For example, children have fun as they thread pieces of vegetables carefully onto sticks. The childminder has effective systems in place to enable children to settle in well. She gains information from parents about their children's interests and abilities, to enable her to plan effectively for children's needs when they first start.

### Personal development, behaviour and welfare are good

The childminder provides many opportunities for children to make choices and lead their own play. She is a good role model and employs a range of strategies to help children learn to behave well. The childminder supports children effectively to develop their social skills. For example, she plans activities with other childminders, and teaches children to be respectful to each other and to cooperate as they play. The childminder offers praise and encouragement throughout activities, helping children to develop their self-esteem and confidence. Children's good health is promoted successfully. For example, they learn about hygiene practices, talk about healthy food choices and participate in a variety of physical activities.

### Outcomes for children are good

Children develop a good range of skills, such as writing their name, and are well prepared for their next stage of learning and move to school. They are fully engaged in their learning, sustain their concentration well and respond to activities enthusiastically. Children are good communicators. They talk confidently to adults and express their good ideas clearly.

## Setting details

<b>Unique reference number</b>	EY444998
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1049564
<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 - 7
<b>Total number of places</b>	5
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	22 November 2012
<b>Telephone number</b>	

The childminder registered in 2012. She operates her service from her home in Ashford, Middlesex. She works Monday to Thursday from 7.30am to 5.30pm, all year round. She receives government funding for children aged three and four years.

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