

# Childminder Report

**Inspection date**

13 June 2016

Previous inspection date

14 November 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	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 has a very strong knowledge of signs which may indicate a concern about a child's welfare. She is aware of her responsibilities to keep children safe and knows the procedures to follow if the need arises.
- Children form strong bonds with the childminder and feel comfortable to seek comfort and support from her.
- The childminder has developed strong relationships with parents and involves them in their children's learning well. Parents are confident to approach her and ask for advice regarding children's development and well-being.
- Children enjoy a wide variety of activities which help children gain skills in all areas of learning. Young children are supported well to achieve developmental stages, such as crawling, walking and toilet training. Children make good progress from their starting points.
- The childminder has developed positive systems for monitoring and assessment of children's development which support their progress over time.

### It is not yet outstanding because:

- Young children do not have opportunities to explore a variety of different creative materials and textures in order to discover and explore their own interests and ideas.

## What the setting needs to do to improve further

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

- develop further opportunities for young children to represent their own interests and explore creatively, both inside and outside.

### Inspection activities

- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector took account the views of parents spoken to during the inspection.
- The inspector sampled documentation, including children's records, policies and procedures, and evidence of self-evaluation.
- The inspector observed the children during free play.

### Inspector

Kayleigh Fletcher

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a very good understanding of her role and ensures children remain safe. For example, she completes daily checks of her home and conducts risk assessments for outings. Safeguarding is effective. Parents are kept well informed of children's well-being and learning. For example, the childminder shares learning journals and assessments with them and provides ideas to support children's learning at home. The childminder supports children who attend additional settings. For example, she arranges meetings with the other key persons to share information about the child, which helps provide a consistent approach to learning. The childminder has developed effective ways to evaluate the provision by seeking views of parents and other professionals to help identify ways to improve. She also attends regular training to support self-evaluation and develop her knowledge of ways to challenge children of all ages to make progress.

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

Children enjoy a wide variety of age-appropriate resources, activities and outings and are supported to explore and play. The childminder models language well and encourages children to learn new vocabulary from the earliest age. She encourages young children to babble and squeal to help them express themselves. The childminder knows children's interests and abilities well, and is able to meet the varying ages and stages of development during activities. The childminder gains valuable information from parents before children start and she completes detailed ongoing observations and assessments to support her planning and children's development. Children are encouraged to learn about the world around them and to be respectful of all people. For example, the childminder reads books with pictures about the differences between people and promotes different cultures and religions. Children also enjoy spotting animals in the garden, learning how to care for them, and watching plants and vegetables grow.

### Personal development, behaviour and welfare are good

Children enjoy positive relationships with the childminder and settle quickly into her care. The childminder encourages children to be independent from the earliest age, for example by encouraging children to hold a spoon and try to feed themselves. Children build positive bonds with others, and young children smile in recognition of their friends when they arrive and behave well together. Children's care needs are met sensitively and swiftly to maintain their physical and emotional well-being.

### Outcomes for children are good

Children are happy and confident learners who are eager to explore new things. They learn to socialise with others. For example, they visit toddler groups and attend 'rhyme time' sessions at the library. Children learn good skills for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY461480
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1049794
<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>	0 - 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	14 November 2013
<b>Telephone number</b>	

The childminder registered in 2013. She lives in Egham, Surrey. The childminder offers care from 8am to 6pm, Monday to Friday, all year round.

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