

# Childminder Report

**Inspection date**

12 July 2016

Previous inspection date

15 April 2015

<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 provides a welcoming, well-organised home environment for children. She makes thorough checks of her home and garden to ensure children can play safely.
- Children are happy and settled in the childminder's care. The childminder knows them well and plans the day effectively according to their individual needs.
- Children take part in a wide range of interesting activities that they enjoy. They choose from a good variety of resources and play materials in the playroom and garden. Children make good progress in their learning and development.
- The childminder works effectively in partnership with other settings that children attend. For example, they share information about children's progress and work towards the same learning goals.
- The childminder regularly reflects on her practice. She has met previous actions and made effective changes to improve the outcomes for children since the last inspection.

### It is not yet outstanding because:

- The childminder has not fully developed successful arrangements for supporting parents to extend their children's learning at home.
- The childminder does not sharply focus her own professional development on raising the quality of teaching and learning even further.

## What the setting needs to do to improve further

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

- review arrangements for supporting parents as fully as possible to extend their children's learning at home
- seek further opportunities to extend skills and knowledge through, for example, professional development, to continually raise the quality of teaching and learning to the highest level.

### Inspection activities

- The inspector observed children taking part in activities with the childminder.
- The inspector had discussions with the childminder through the inspection about her practice, and children's learning and development.
- The inspector sampled documents, including children's records.
- The inspector looked at the areas of the childminder's home that are used by children.
- The inspector read questionnaires from parents and children, and took account of their views.

### Inspector

Rebecca Khabbazi

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands how to recognise and report any child protection concerns and keeps her knowledge up to date. She is well-organised and keeps all of the records required for childminding. The childminder identifies improvements that have a positive impact on children's experiences. For example, since the previous inspection, she has developed outdoor resources so that children benefit from new challenges, such as a water wall. The childminder has positive relationships with parents and regularly seeks their views to help her evaluate the provision.

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

The childminder gets to know children well. For example, she gathers detailed information from parents before children start. She observes children and monitors their progress closely to quickly identify any gaps in learning. The childminder supports children's language and communication skills effectively. For instance, she talks to them during activities and introduces new words. She engages children's interest in stories well. For example, children are fascinated when she uses instruments to make sound effects or re-enacts the story with puppets. The childminder gives children time to explore and try things for themselves. For instance, they became engrossed in investigating toy insects frozen in ice and seeing what happened when the ice warmed.

### Personal development, behaviour and welfare are good

The childminder acts as a good role model. She has warm, caring relationships with children and provides them with gentle reassurance and praise. Children behave well and learn to treat each other with respect. They learn about healthy lifestyles effectively. For example, they develop good personal care skills, for instance when they wash their hands before they eat. They enjoy easy access to the garden and have fun practising their physical skills outside. The childminder teaches children useful skills that help them keep themselves safe. For example, she shows them how to use the outside steps carefully.

### Outcomes for children are good

Children make good progress from their starting points. They grow in independence and learn to do things for themselves. For example, they help themselves to toys and older children cut their own fruit at snack time. Children become confident communicators with good social skills. They are eager to join in activities and are motivated to learn. They are well prepared for their future learning and for the move to school.

## Setting details

<b>Unique reference number</b>	EY459428
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1054675
<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 - 4
<b>Total number of places</b>	5
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	15 April 2015
<b>Telephone number</b>	

The childminder registered in 2013. She lives in Milford, Surrey. The childminder cares for children from Monday to Thursday throughout the year. She receives funding for the provision of free early education for children aged two, three and four years.

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