

# Childminder Report

**Inspection date**

12 September 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 provides a welcoming and homely environment. She helps children to be involved and motivated as they play. She teaches children a range of skills to help them be independent and confident in their abilities. She helps children to be well prepared for their next stages in learning and the move to school.
- The childminder works well with parents to ensure that she meets individual children's needs. She keeps parents involved in their children's learning, to help provide continuity between their home and her setting, and to help children make good progress.
- The childminder reviews her provision effectively and searches for ways to improve. She seeks the views of children, parents and other professionals to make positive changes which lead to good outcomes for children.
- The childminder supports children's emotional well-being effectively. Children build strong relationships with the childminder. They settle in well when they first start and feel secure and happy in her care.

**It is not yet outstanding because:**

- The childminder does not always give children the time they need to answer questions, to enhance their thinking skills, imaginations and ability to solve problems.
- The childminder does not make the most of opportunities to encourage children to use a range of technology for different purposes, to further encourage their learning.

## 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 think and respond to questions to help them build on their thinking skills, imaginations and ability to solve problems
- enhance existing opportunities for children to explore the use of technology, to extend their awareness of how to use it for different purposes.

### Inspection activities

- The inspector viewed the toys, equipment and areas of the premises used for childminding, indoors and outdoors.
- The inspector and the childminder evaluated the effectiveness of an activity together.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector looked at a range of documentation, including policies and procedures, and the children's development records.
- The inspector spoke to parents and took account of their views on the service provided by the childminder.

### Inspector

Katarina Hustava

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has a secure understanding of how to deal with any concerns about a child and the reporting procedures to follow. She knows how to identify and minimise risks to children effectively. Since registration, the childminder has developed her knowledge and skills well, to develop good practice. She recently changed the way that she displays some resources, such as books and dressing-up costumes, to help children easily see and use them. The childminder gathers detailed information about children's abilities before they start to help her monitor their progress precisely from the beginning.

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

The childminder understands how to use observations of children's learning effectively to assess their development. She plans the next steps for children, identifies their achievements and tracks their progress regularly to monitor their learning. Children enjoy visits to different places, such as playgroups, where they meet up with other children and build on their confidence and social skills. The childminder plays alongside children to support them well in their learning. She teaches children the names of colours and shapes as they roll and model dough. She uses positive praise and helps children to learn with confidence. For example, children excitedly choose a coloured sticker which they place on a reward tree to celebrate their achievements.

### Personal development, behaviour and welfare are good

The childminder acts with a kind and caring approach. She supports children to be independent. For instance, she encourages children to manage their personal hygiene routines well. The childminder teaches children how to lead healthy lifestyles. For example, they learn to eat healthy food and to try new fruits and vegetables, some of which they enjoy helping to grow at the local allotment. Children walk to places with the childminder and often visit parks and playgrounds where they play on different apparatus. The childminder teaches children about diversity in the local community and wider world, including during different festivals and celebrations.

### Outcomes for children are good

Children make good progress from their starting points. They are eager to communicate previous experiences; for example, as they point at a map to show where they have been on holiday. Children are active, sing and do actions to familiar rhymes with the childminder. They learn to count in order and recognise some shapes. Children enjoy listening to stories about what it will be like when they move on to school. They are respectful, play caringly alongside each other and behave well.

## Setting details

<b>Unique reference number</b>	EY475756
<b>Local authority</b>	Surrey
<b>Inspection number</b>	966223
<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>	2 - 6
<b>Total number of places</b>	4
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2014. She lives in Shepperton, Middlesex. The childminder provides care for children from Monday to Thursday, from 8am to 6pm, during term time only. She also offers overnight care.

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