

# Childminder Report

**Inspection date**

29 September 2016

Previous inspection date

9 October 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 forms strong bonds with children, they feel safe and secure in her care.
- The childminder understands her role in monitoring children's progress and makes detailed assessments of their development. All children make good progress from their starting points.
- The childminder encourages children to talk about their activities and share their thoughts; she models language well and praises children's achievements.
- The childminder helps children to develop their independence skills. For example, they wash their hands, feed themselves and try to put on their own shoes.
- The childminder communicates well with parents; they report they are happy with the care and activities she offers.
- The childminder provides opportunities for children to explore their surroundings. For example, they visit local parks, attend playgroups and take the dog for walks.

### It is not yet outstanding because:

- The childminder does not consider a broader range of opportunities for children to extend their mark-making skills, and to see words and explore their meaning.
- At times, the childminder's planning of some learning opportunities does not reflect fully children's identified next steps, to help them achieve even greater progress.

## What the setting needs to do to improve further

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

- explore ways to incorporate more mark-making opportunities and introduce children to words to enhance further their literacy development
- continue to embed fully children's identified next steps in future planning, to enable them to make even greater progress.

### Inspection activities

- The inspector observed the childminder's interactions with children and invited her to evaluate an activity.
- The inspector looked at areas of the premises that children use.
- The inspector examined some relevant documentation, including children's records, policies and suitability checks.
- The inspector spoke with the childminder about the impact of her training on assessing children's development.
- The inspector reviewed written communication from parents made available during the inspection.

### Inspector

Charlotte Foster

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has completed thorough risk assessments and teaches children how to stay safe. For example, she teaches road safety on outings and prompts children to close doors without trapping their fingers. The childminder has a good understanding of what to do if she is concerned about a child, in line with her procedures. Safeguarding is effective. The childminder evaluates her service well. For example, she uses questionnaires to seek feedback from parents and reviews children's assessments to see if there are any gaps in their learning. She recognises areas for development, such as future training opportunities, and networks with other childminders to share information. The childminder has completed training, which helps her identify any children who may be at risk of harm, such as from extreme behaviours and views.

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

The childminder offers good opportunities for children to develop their communication and mathematical skills. For example, children enjoy exploring with playdough, while counting and discussing the colours. Children learn to do activities where they solve problems, for example, completing a train set with different shaped pieces of track. The childminder provides opportunities for children to develop their music and movement skills, such as with instruments and through dance. The childminder completes regular assessments and observations, and all children make good progress in their learning and development.

### Personal development, behaviour and welfare are good

Children are confident in exploring their surroundings and selecting things with which to play. They are encouraged to say 'please' and 'thank you', and the childminder gives gentle prompts to help children learn how to respect each other's feelings. The childminder praises children's achievements, which enhances their self-esteem. The childminder encourages healthy lifestyles, for example, she offers healthy snacks and ensures plenty of exercise for children. The childminder is extremely kind and caring, she is quick to recognise when children require her attention, such as to change their nappies, and offers plenty of reassurance when they are upset.

### Outcomes for children are good

The childminder prepares children well for their next stage in learning. Children know how to communicate their needs effectively and understand how to behave well. They learn how to recognise the sounds that letters make, and develop their physical skills well, such as throughout their daily activities.

## Setting details

<b>Unique reference number</b>	EY441207
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1059117
<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 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	9 October 2012
<b>Telephone number</b>	

The childminder registered in 2012. She lives in Sunbury-on-Thames in Surrey. She operates her service on Monday to Friday from 8am to 6pm and provides care all year round.

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