

# Childminder Report

<b>Inspection date</b>	26 October 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 has high expectations of what she and the children can achieve. She checks and monitors children's stages of development precisely and plans for each child's next steps in development effectively. Children make good progress in their learning.
- The childminder has established strong, effective relationships with parents. She takes their views into account fully when she evaluates her work and makes changes that benefit children's outcomes.
- The childminder knows each child well and plans an exciting range of activities to suit their interests that capture their curiosity and motivate them to learn. She helps children develop the skills they need to be ready for school.
- Children are confident, happy and settled in the childminder's care. Her calm, consistent and positive approach helps to ensure children behave well. They are polite and considerate of others.

### It is not yet outstanding because:

- Sometimes, the childminder does not give children enough time to work out solutions to problems they encounter.
- The childminder does not create sufficient opportunities to build on all aspects of children's mathematical skills.

## What the setting needs to do to improve further

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

- give children more time to find solutions to their problems and work out how to do things for themselves
- create more opportunities to help children extend their mathematical skills.

### Inspection activities

- The inspector observed the childminder's interaction with children during activities.
- The inspector took note of parents' written testimonials.
- The inspector sampled a range of documents including records relating to children, and safeguarding policies and procedures.
- The inspector looked at the available resources and discussed the effectiveness of the activities children participate in with the childminder.
- The inspector had discussions with the childminder in relation to her policies, how she monitors children's progress and how she keeps parents informed about their children's development.

### Inspector

Joan Lindsay

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is alert to how to protect children if she has any concerns for their welfare. She updates her knowledge through regular training, for example, to help ensure she knows local procedures to keep children safe. She is skilled in using her experience and knowledge and sharing best practice with other childminders to support children to make good progress. The childminder has established effective links with local nurseries to provide a consistent approach to children's learning, which is an improvement since the last inspection. For example, she focuses on the same areas for their development, which benefits children's progress and helps prepare them for school.

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

The childminder has a consistently good understanding of what each child knows and can do. She is clear about what activities will hold their interest. The childminder encourages children to join in conversations. For example, she asks them to recall and talk about the many trips on which they have been. The childminder engages children in early reading well. For example, they delight in changing roles and being in charge of 'reading' books to the childminder. The childminder provides regular opportunities to help children develop their physical skills. For example, she takes to the outdoor area and local parks so they can practise moving confidently in a safe environment.

### Personal development, behaviour and welfare are good

The childminder praises children's efforts and achievements and consistently applies the positive 'house rules'. She helps children understand how to be polite, to share and to think of others. Children have strong emotional bonds with the childminder, who helps to give them confidence and a strong sense of security. The childminder organises a very welcoming environment and a good range of resources. She encourages children's imagination and helps them to focus well on their learning effectively. Children listen well and take pride in their achievements. The childminder teaches children how to look after themselves and to lead a healthy lifestyle. They know the importance of exercise, for example, that it is good for them to run around.

### Outcomes for children are good

Children are eager to learn. They have well-developed personal, social and emotional skills, which help them to focus on what they are doing, relate well to others and take care of themselves. Children learn a good range of skills that help prepare them for school such as speaking and listening skills and good physical development. All make good progress given what they know when they start.

## Setting details

<b>Unique reference number</b>	EY444430
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1059238
<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 - 7
<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>	9 October 2012
<b>Telephone number</b>	

The childminder registered in 2012. She lives in Byfleet, Surrey. The childminder's service is open for most of the year on Monday to Friday from 7.30am until 6pm. The childminder receives funding to provide free early education for children aged three and four years.

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Piccadilly Gate  
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Manchester  
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