

# Childminder Report

**Inspection date**

8 November 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 warm and welcoming environment. Children settle quickly and confidently explore the high quality resources.
- The childminder has secure relationships with children. They seek her out for affection and support, and enjoy her company. The childminder knows children well and fully supports their emotional well-being.
- The childminder observes and assesses children regularly. She tracks their development and plans the next steps to support their ongoing learning. Children make good progress.
- The childminder understands the importance of working in partnership with other settings that children attend. She gains parents' permission to share information with staff at other settings to support children's progress.
- The childminder has good partnerships with parents. She involves them in their children's learning and values their feedback. For example, she completes daily diaries and shares children's development records.

### It is not yet outstanding because:

- The childminder misses some opportunities to allow children to do things for themselves and completes tasks for them.
- Sometimes the childminder does not adapt activities to ensure all children get the most out of them, particularly younger children.

## What the setting needs to do to improve further

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

- offer more consistent support for children to complete tasks that they can do for themselves to support their independence even more fully
- review the planning of activities to consider more effectively how all children, particularly younger children, can participate fully.

### Inspection activities

- The inspector observed the childminder's interactions and quality of teaching in the indoor environment.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector viewed children's development records, discussed their learning with the childminder and tracked their progress.
- The inspector viewed all areas of the home used for childminding.
- The inspector took account of parents' views through written feedback.

### Inspector

Hannah Barter

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a confident knowledge and understanding of the procedures to follow should she have concerns about a child's safety. She ensures her knowledge is kept up to date. For example, she researches new legislation and completes online training courses. The childminder risk assesses her home each day to further ensure children's safety. She evaluates her practice and provision and includes the views of parents when deciding how to improve. The childminder has recently attended training that has increased her knowledge of how to support children's healthy diets more effectively.

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

The childminder supports children's language and communication skills well. For example, she talks to children during their play and asks appropriately challenging questions to encourage them to think and respond. Children enjoy taking part in creative activities. For example, they explored a variety of leaves and confidently spread glue and selected leaves to create an autumnal picture. The childminder extended children's learning by using books to develop their knowledge of different seasons. Children remained engaged and motivated to learn. Children enjoy exploring a range of technological equipment and they quickly learn that their actions cause effects. The childminder builds on their interest well, for example, by asking children to recognise colours, and she incorporates number language to help support their early mathematical skills.

### Personal development, behaviour and welfare are good

The childminder is sensitive to children's needs and quickly recognises when they need support or comfort. For example, when younger children became tired, the childminder found their comforters and adapted the daily routine so they could sleep. Children behave well and have a good understanding of what the childminder expects. The childminder is a positive role model; she praises children regularly and respects their views. Children are polite and kind to their friends. For example, while playing children stated 'sharing is caring', which the childminder praised and confirmed. The childminder makes good use of the local area to help further encourage children's healthy lifestyles and physical skills. For example, they visit play parks and go for walks in the woods.

### Outcomes for children are good

Children make good progress in preparation for their future learning and move to school. They have good social skills, understand the need to share and take turns, and learn to solve problems independently. Children enjoy drawing and making marks, and they have opportunities to practise their pen control during creative activities.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY479312  |
| <b>Local authority</b>             | Surrey  |
| <b>Inspection number</b>           | 987220  |
| <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 - 3   |
| <b>Total number of places</b>      | 5   |
| <b>Number of children on roll</b>  | 2   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | Not applicable  |
| <b>Telephone number</b>            |   |

The childminder registered in 2014 and lives in Redhill, Surrey. The childminder operates Monday to Friday from 7.30am until 6pm all year around.

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