

# Childminder Report

**Inspection date**

16 November 2016

Previous inspection date

23 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 provides a welcoming and homely environment for children, who develop strong bonds with her and with each other.
- The childminder provides a safe and secure environment in which children can play and learn. She uses rigorous risk assessments and good visual checks to identify and minimise any potential risks to ensure children's welfare is supported at all times.
- The childminder uses everyday routines to build children's confidence and help them gain skills that prepare them well for the move to school.
- Younger children enjoy opportunities to learn about the natural world through hands-on experiences that motivate and interest them in their play.
- The childminder takes a professional approach to keeping her knowledge and skills up to date to build on her teaching abilities. She helps children to make good progress in their learning.

### It is not yet outstanding because:

- The childminder does not take all opportunities to build on children's early language development to support their understanding of pronunciation and vocabulary.
- The childminder does not obtain detailed information from parents about children's starting points to help her plan more precisely for their learning from the very beginning.

## What the setting needs to do to improve further

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

- support children's early language development more consistently and extend their pronunciation and vocabulary further
- gain more detailed information about what children can already do when they start at the setting, to inform planning and support children's learning at the outset.

### Inspection activities

- The inspector spoke to the children and the childminder at appropriate times during the inspection.
- The inspector observed the quality of teaching and children's learning.
- The inspector took account of the written views of parents, provided on the day of the inspection.
- The inspector checked evidence of the suitability checks of the childminder and her assistants, looked at a selection of children's records and safeguarding procedures, and discussed the childminder's self-evaluation process with her.

### Inspector

Tara Naylor

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder occasionally works with assistants and monitors their practice and teaching skills effectively. Safeguarding is effective. The childminder has a good knowledge of her role and responsibilities in keeping children safe. She keeps her knowledge up to date and shares new information with her assistants so they know what action to take if they have concerns about the welfare of a child. Self-evaluation is used well to identify areas of future progress. For instance, improvements to the childminder's garden benefit children who prefer to learn outside. The childminder recognises the importance of preparing children for the next stage of their learning and has developed successful relationships with local schools.

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

Children are able to make independent choices from a wide variety of toys and resources. The childminder carefully considers how these are presented to children to motivate their play and learning. For instance, children enjoy choosing toys from labelled boxes with pictures that are within easy reach. The childminder helps children to gain new mathematical skills well. For example, older children count how many children and adults are in the kitchen at snack time. They learn how to subtract numbers; for example, as they sing about five little ducks and work out how numbers decrease as they take one away. The childminder makes regular observations of children's learning to monitor the progress they make. She shares this information with parents to keep them informed.

### Personal development, behaviour and welfare are good

The childminder is attentive and caring. Children are happy and confident, and they develop good relationships with the childminder and with each other. The childminder helps children to settle well. For instance, she provides them with cuddles and reassurance to support their emotional well-being. Children learn how to share and take turns, and how to value and respect the needs of each other. They behave well. The childminder places a good focus on helping children to develop independence. For example, older children discover how to put on their coats and shoes when going outside and younger children learn how to feed themselves their finger foods.

### Outcomes for children are good

Overall, children make progress that is typical for their ages. They show good levels of concentration and gain confidence in their own abilities, in readiness for their next stage in learning. For example, older children confidently experiment with the marks they make in foam and learn about shapes as they draw circles. They gain early literacy skills, such as recognising their names in written print. Younger children gain good physical skills, such as when they learn to clap their hands and move their feet at song time.

## Setting details

<b>Unique reference number</b>	EY369171
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1058856
<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 - 11
<b>Total number of places</b>	5
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	23 October 2012
<b>Telephone number</b>	

The childminder registered in 2008. She lives in the Frimley Green area of Surrey. The childminder provides care for children each Monday to Thursday, from 8am to 5.30pm, for most of the year. The childminder works with other childminders at the setting and also with assistants on some occasions. The childminder is registered to receive funding for the provision of free early education to children aged two, three and four years. The childminder holds an early years qualification at level 3.

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