

# Childminder Report

<b>Inspection date</b>	12 January 2017
Previous inspection date	28 June 2013

<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 takes a professional approach to providing children with a good-quality learning environment. She implements effective self-evaluation, and gains the views of children and parents to identify areas of future development to benefit children.
- The childminder is qualified and keeps her knowledge and skills up to date, to ensure outcomes for children continually improve. For instance, she has improved how she supports younger children's communication skills. All children make good progress.
- Children settle happily into the childminder's welcoming home and develop warm and affectionate relationships with her. She responds to their care needs well.
- The childminder places a strong focus on building children's mathematical skills. For example, older children count confidently and name familiar shapes in their play.
- Parent partnerships are strong. The childminder shares children's achievements with parents regularly, which helps to support learning at home effectively.
- Children behave well. The childminder implements age-appropriate behaviour boundaries and teaches children how to value and respect the needs of their friends.

### It is not yet outstanding because:

- The childminder does not use her observations and her good knowledge of children's abilities to plan experiences more precisely to help them make rapid progress.
- The childminder misses opportunities to teach children how to explore and learn about technology.

## What the setting needs to do to improve further

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

- use the observations of children to plan more precisely for their next steps, to help them make rapid progress in their learning and development
- create more opportunities for children to use technology in their play, to support their understanding of how things work.

### Inspection activities

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

### Inspector

Tara Naylor

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands how to keep children safe, and what action she would take if she had concerns about a child's welfare. The childminder provides children with a safe and secure environment, in which to play and learn. For instance, she completes all suitability checks for household members, and completes regular risk assessments and visual checks to maintain children's physical well-being. The childminder understands the importance of developing effective partnerships with other early years settings that children attend. For example, she regularly shares information about their progress, to ensure continuity of care and learning for children.

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

The childminder has a good knowledge of how to provide activities that interest and motivate children's play. Children are inquisitive learners and the childminder uses good opportunities to build on what children know and can do. For example, she teaches younger children about the names of colours, as they use crayons in their creative play. The childminder helps children to remain engaged and focused, and skilfully adapts activities to help children gain confidence in their own abilities. For example, she teaches older children how to fit puzzle pieces together, to help them build their small-muscle movements. The childminder uses her good-quality teaching and interaction to encourage children to think and solve problems. She keeps a close check on the progress that children make and shares their progress with parents.

### Personal development, behaviour and welfare are good

The childminder gains a good range of information about children's individual care needs, when they first start. She knows them well and helps children settle happily into her welcoming home. Children learn how to do some things independently. For instance, they learn to tidy away toys and resources, to maintain a safe and tidy environment. Children gain good social skills. They play cooperatively and learn how to value and respect the needs of each other well. The childminder teaches children how to maintain healthy lifestyles. For example, she provides healthy home-cooked meals and snacks, and ensures that children benefit from daily exercise and fresh air. The childminder uses daily routines to help children to learn to keep themselves physically safe. For instance, she talks to children about road safety, when walking to and from school.

### Outcomes for children are good

All children make good progress and are enthusiastic learners. They have a thirst for knowledge and gain skills that prepare them well for their next stage in learning. For example, they learn how handle books, as they turn pages and enjoy listening to stories. They are confident and articulate speakers and gain good language and listening skills.

## Setting details

<b>Unique reference number</b>	EY456893
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1063214
<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 - 7
<b>Total number of places</b>	5
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	28 June 2013
<b>Telephone number</b>	

The childminder registered in 2012 and lives in Woking, Surrey. The childminder provides care for children on Monday to Friday from 7.30am to 6.30pm, for most of the year. The childminder receives funding for the provision of free early education for children aged two, three and four years. The childminder holds an early years qualification at level 3.

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