

# Childminder Report

**Inspection date**

6 February 2017

Previous inspection date

11 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 has a good understanding of how to support children's continued learning and development. This contributes to the good progress that they make.
- Children are very happy and thoroughly enjoy their time with this caring childminder. She plans activities based on what she knows the children like and which will help them move on in their learning and development. This gives children challenge in their play and motivates them to learn.
- Children have plenty of opportunities to develop key skills in early literacy and mathematics, which helps prepare them well for moving on to school.
- Children behave well and the childminder is a good role model to them. They learn how to share, take turns and use good manners.
- The childminder completes training and engages with other local childminders to share good practice and keep her knowledge up to date. For example, using the knowledge she gains to help children develop their creativity skills.

**It is not yet outstanding because:**

- The childminder does not consistently use opportunities to encourage children's independence.
- The childminder does not obtain sufficient information about children's learning from other settings that they attend to extend the continuity for support even further.

## What the setting needs to do to improve further

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

- enable children to have more opportunities to develop their independence
- extend partnerships with other early years settings to fully support a consistent approach to children's ongoing development.

### Inspection activities

- The inspector spoke to the childminder and engaged with the children at appropriate times during the inspection.
- The inspector observed the quality of the childminder's interactions with children.
- The inspector and the childminder evaluated the effectiveness of an activity together.
- The inspector viewed the spaces, toys and equipment used for childminding purposes, indoors and outdoors.
- The inspector looked at a range of documentation, including the childminder's self-evaluation, policies and the children's development records.

### Inspector

Hazel Farrant

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder understands her responsibility in keeping children safe. She is aware of the signs that would cause her concern and knows how to make a referral if necessary. The childminder continues to reflect on her provision and is currently completing a quality assurance award. The childminder has successfully met the recommendation from the previous inspection. For example, the childminder provides a wider range of resources that help children to develop their early writing skills. The childminder informs parents well about their child's day so that they are able to continue their child's learning at home. Parents are very happy with the care and education the childminder provides and praise her for how quickly their children settle into her care.

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

The childminder regularly observes, assesses and tracks children's progress. She accurately plans for children's next steps in their development. The childminder swiftly identifies any additional help a child might need and adjusts her planning to help them make progress in their learning. The childminder plans the inside and outside play environments very well so that children access all areas of learning. The childminder supports children's communication and language well. For example, she plays alongside the children and comments on what they are doing, helping to extend their language.

### Personal development, behaviour and welfare are good

The childminder gathers all the information she needs from parents right from the start of the childcare arrangement and on a regular basis. This helps to ensure she is successfully meeting children's individual care needs. Children form strong emotional bonds to the childminder and the other children at the setting. The childminder knows the children well and recognises when a child needs additional support and reassurance. Children enjoy being outside. They have plenty of space to run, climb and balance, supporting their physical development and good health.

### Outcomes for children are good

All children are making good progress from their initial starting points. They are happy, confident and motivated to learn. Children develop their own ideas and find their own solutions. For example, an older child describes the handles of the craft cupboard as looking like number 11 and states it follows number 10. Younger children play with wooden discs and discover how to transfer them on and off the wooden pegs. Children confidently talk about their favourite books and retell stories in their own words.

## Setting details

<b>Unique reference number</b>	EY455556
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1063151
<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 - 6
<b>Total number of places</b>	5
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	11 June 2013
<b>Telephone number</b>	

The childminder registered in 2012. She lives in Woking, Surrey. She operates her service from 7.30am to 6.30pm on Monday to Friday for most of the year, except family holidays. The childminder holds a recognised childcare qualification at level 3.

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