

# Childminder Report

**Inspection date**

27 January 2017

Previous inspection date

3 September 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 warm and friendly childminder is a positive role model. For example, she offers praise and encouragement for children's efforts. This helps support their growing confidence. Children are happy and settled.
- Effective observation, assessment and planning procedures enable the childminder to accurately monitor children's development and promptly identify any gaps in their learning. Children make good progress from their developmental starting points.
- The childminder actively encourages healthy lifestyles and good hygiene practices. For example, she encourages children to 'catch their coughs' in their hand and to 'wash away the germs' afterwards.
- The childminder evaluates her practice well to help improve her service. For instance, she gathers regular feedback from parents and routinely involves children in making decisions about activities and outings.
- Children develop an awareness of diversity in the world around them. For example, they celebrate their families' differences and learn about words in different languages.

**It is not yet outstanding because:**

- The childminder does not consistently support children's developing social skills and, at times, they become impatient when they have to wait for their needs to be met.
- The childminder does not have a highly effective system for sharing the best possible information with other settings about children's continuing developmental needs.

## What the setting needs to do to improve further

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

- develop further the support for children to learn to consider the needs of others as they continue to extend their developing social skills
- extend existing partnerships with other settings that children attend to encourage the best possible approach to the continued care and developmental needs of children as they move on to the next stage of their learning.

### Inspection activities

- The inspector observed the childminder and children in their indoor activities and spoke with the childminder and the children at appropriate times.
- The inspector read the childminder's self-evaluation form and feedback from parents.
- The inspector looked at relevant documentation, such as evidence of qualifications, training certificates and risk assessments; and looked at a sample of the childminder's policies and procedures.
- The inspector looked at a sample of children's learning and development records.
- The inspector completed an evaluation of an activity with the childminder.

### Inspector

Nina Lambkin

## Inspection findings

### Effectiveness of the leadership and management is good

The experienced childminder plans a range of interesting activities to meet children's learning needs well. She continues to improve her skills and knowledge, for example, by researching best practice and sharing ideas with other childminders. Safeguarding is effective. For example, activities in the home and in the community are fully risk assessed to help ensure children are safe. The childminder understands how to recognise possible signs and symptoms of harm and understands her responsibility to report any child protection concerns. Parents express their satisfaction with the childminder's service and the information they receive about their child's learning. They state that they value her caring and flexible approach.

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

The childminder makes regular and accurate assessments of children's abilities. She observes children's learning to plan fun activities that keep them stimulated. She develops children's communication skills effectively. For example, she encourages all children to extend their vocabulary as she uses a range of descriptive language as they play. Children learn about the natural world; for instance, they experience nature as they enjoy regular walks in nearby woods. The childminder encourages younger children to explore different textures of objects they find, such as moss, a pinecone and lichen. The childminder supports children's creativity. For example, they explore different sounds when they play 'the drums' they make from a variety of household objects.

### Personal development, behaviour and welfare are good

Older children are gaining independence skills, such as managing their personal-care routines. The childminder develops close and positive relationships with children. She knows their individual backgrounds and uses shared information from home to help her provide them with quality care. Children form strong emotional bonds with the childminder. For instance, they like to involve her in their games, such as when she becomes 'the doctor' during a role-play activity. Children develop their physical skills well, such as manoeuvring ride-on cars well around the inside play space. Overall, children's behaviour is good. For example, the childminder encourages them to respect the resources and the environment.

### Outcomes for children are good

Children gain the essential skills they need for the next stage of their learning. Children become independent thinkers and develop good mathematical skills. For example, older children make predictions and test ideas about which object will fall fastest when dropped, while younger children begin to recognise and count numbers that are significant to them.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY459299  |
| <b>Local authority</b>             | Surrey  |
| <b>Inspection number</b>           | 1063344   |
| <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 - 4   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 4   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 3 September 2013  |
| <b>Telephone number</b>            |   |

The childminder registered in 2013. She lives in Woking, Surrey. The childminder works Monday to Friday from 7am to 7pm, during term time only.

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