

# Childminder Report

**Inspection date**

Previous inspection date

27 February 2017

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**

- Children progress well in their learning and development. They confidently play and learn together and engage in a wide variety of interesting and engaging activities.
- The childminder and her assistant create a safe, welcoming and homely environment. Children settle in well and form secure relationships with the childminder and her assistant, who encourage their emotional well-being effectively.
- The childminder consistently praises children's efforts and achievements, to help children grow in confidence and self-esteem.
- The childminder regularly reflects on her practice. She identifies what works well and considers the views of her assistant, the parents and children to help maintain good standards.

**It is not yet outstanding because:**

- The childminder does not make resources easily accessible for younger children to explore making marks and drawing in their play, to help support their future learning.
- The childminder does not seek enough information from parents about their children's abilities when they first start, to help her plan for children's learning more precisely from the outset.

## What the setting needs to do to improve further

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

- create more opportunities for children to draw and make marks in their play to develop skills for early writing
- strengthen the arrangements to gather initial information from parents to plan even more precisely for children's continued progress from an early stage.

### Inspection activities

- The inspector toured the premises and looked at areas available for children to use.
- The inspector observed the quality of teaching during activities, and assessed and evaluated the impact this has on children's learning, with the childminder.
- The inspector sampled a range of evidence relating to safeguarding and children's development.
- The inspector spoke with the childminder and her assistant at convenient times during the inspection.

### Inspector

Claire Boparai

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant are fully aware of the procedures to follow, such as dealing with and reporting accidents or concerns about children's welfare. Since her last inspection, the childminder has completed a qualification at level 3 and has used her learning well; for example, to help improve children's communication skills. The childminder supervises her assistant well and helps her to develop her skills. The childminder has positive relationships with other settings children attend, to ensure that children benefit from consistent care and learning. Overall, partnerships with parents are positive, and parents are complimentary about the care and teaching the childminder provides. The childminder and her assistant inform parents each day about their children's care and learning, to encourage parents to continue children's learning at home.

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

Children happily play and learn together. The childminder carries out observations and assessments of children's development. She has a clear understanding of children's next steps in learning and plans activities based on these to help children learn more. Overall, children use a wide range of resources and become deeply engrossed in their play. For example, children enjoy creating rhymes and sounds with instruments together. The childminder reinforces and extends children's mathematical language effectively. For example, she plays games to help teach children to identify shapes and talks about aeroplanes flying above the clouds.

### Personal development, behaviour and welfare are good

The childminder and her assistant have good expectations of children's behaviour. For example, they teach children to understand why actions such as running inside are dangerous, and they encourage children to use good manners. Regular routines help children to understand that there is a structure to the day. The childminder encourages children's good health and physical skills well. For example, children learn about eating healthy meals and snacks, and they enjoy visits to the park where they can be active.

### Outcomes for children are good

All children are happy and eager to join in with enjoyable activities. Children extend their imaginations well. For example, they focus well as they are involved in imaginative play, such as pretending to be the police. All children make good progress during their time with the childminder. Children are developing the necessary skills to support their future learning and in preparation for school.

## Setting details

<b>Unique reference number</b>	EY481782
<b>Local authority</b>	Surrey
<b>Inspection number</b>	992360
<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>	9
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2014. She lives in West Molesey. The childminder works with an assistant and she operates for most of the year. The childminder holds a childcare qualification at level 3.

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