

# Childminder Report

**Inspection date**

27 February 2017

Previous inspection date

10 September 2014

<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 monitors children's progress well. She completes observations on the children and uses these to identify any gaps in their learning and plan activities to help children catch up. Children make good progress in their learning and development.
- The childminder works effectively with other professionals, such as nursery staff. These positive relationships support the continuity of the care and learning that children receive.
- Children enjoy listening to and joining in with stories. The childminder uses children's interest in books to help develop their reading skills. For instance, she repeats words and phrases as she tells stories.
- Children build good relationships with the childminder. They are settled and secure in her care, which helps to build good levels of emotional well-being.
- The childminder supports children's learning well. She encourages young children to learn to solve problems; for example, to recognise the correct sized lid to fit onto a teapot.

**It is not yet outstanding because:**

- The childminder does not consistently explore ways to extend her skills to provide high quality learning and development experiences so children make even better progress.
- The childminder does not seek the views of all parents to help her to identify areas to develop and enhance outcomes for children.

## What the setting needs to do to improve further

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

- explore ways to extend skills to provide consistently strong teaching practice so children make even better progress
- build on evaluation of practice to identify areas for development by involving parents in the process.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the children's learning.
- The inspector examined a selection of children's records, policies and other documents.
- The inspector viewed the areas of the childminder's home used by children.
- The inspector asked the childminder relevant questions about children's learning and development throughout the inspection.
- The inspector checked required documentation, such as the childminder's paediatric first-aid certificate and public liability insurance.

### Inspector

Ingrid Howell

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder keeps her knowledge up to date and knows what to do if she has a concern about a child's welfare. For example, she has attended training to give her a better understanding of the signs that children may be at risk of harm from extreme behaviours and views. The childminder involves parents in their children's learning. For example, they talk about children's activities and interests, which helps provide a shared approach to extend children's learning both at home and with the childminder.

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

The childminder uses her knowledge of what children can do to plan exciting and challenging experiences. For example, she encourages young children to explore the effect of adding warm water to ice. The childminder places lots of emphasis on encouraging children's communication and language. For instance, during play she adds new words, such as 'slippery' and 'frozen', to conversations with children and repeats simple sentences. The childminder supports children's exploration and skills of handling equipment well. For instance, children explore the sensory experience of making marks in coloured water and use pipettes to collect and squeeze out water during play.

### Personal development, behaviour and welfare are good

The childminder teaches children about understanding healthy lifestyles. For example, children enjoy a well-balanced and nutritious selection of snacks and drinks, and have lots of opportunity for fresh air and exercise. The childminder helps children learn about the differences and similarities between themselves and others through books and sharing personal cultural experiences and beliefs. Children are respectful of one another and behave well. The childminder teaches children the importance of keeping themselves safe. For example, she helps children learn how to use the apparatus safely at the local parks.

### Outcomes for children are good

Children make good progress from their starting points. They are confident, motivated and have fun as they learn. Toddlers use good imagination as they play. For example, they enjoy role-play activities, such as using a tea set to share with the childminder. Children develop good skills for moving on to the next stage in their learning, such as nursery school. For example, children are independent and competently cut up their fruit for snack.

## Setting details

<b>Unique reference number</b>	EY376562
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1071021
<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 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	10 September 2014
<b>Telephone number</b>	

The childminder registered in 2008. She lives in Ash, Hampshire. The childminder works from Monday to Thursday, for most of the year.

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