

Childminder Report

Inspection date

26 June 2017

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | 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

- The childminder makes good use of observations of children's learning. She monitors their progress to help her swiftly identify any emerging concerns. The childminder shares information with parents so that they can continue their children's learning at home.
- The childminder is a positive role model. Children learn to be polite, cooperative and behave very well. The childminder values children's contributions and she effectively teaches them to have respect for each other.
- The indoor and outdoor environments are planned effectively to support independence and choice throughout the day. Children are confident to play and explore, and make good progress in their learning.
- The childminder evaluates her practice well and knows where to make improvements. She gathers the views of parents and children as part of the process.

It is not yet outstanding because:

- The childminder does not work consistently with all other settings children attend, to further support continuity of children's care, learning and development.
- On occasions, the childminder does not give children sufficient time to think and respond to her questions and prompts.

What the setting needs to do to improve further

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

- strengthen teaching skills and give children plenty of time to respond to questions and prompts that support their developing thinking skills
- extend the effective partnerships with the other settings children attend, to support a more coordinated approach to each child's learning.

Inspection activities

- The inspector had a tour of the premises and spoke to children during the inspection.
- The inspector observed the quality of teaching during activities indoors and in the outdoor area, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Hazel Farrant

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a thorough understanding of safeguarding procedures and the steps to take to protect them from harm. She identifies and minimises potential risks to children. For example, she carries out regular risk assessments within her home, garden and on outings. She is committed to improving and increasing her knowledge and understanding of childcare. The childminder uses the knowledge she gains from training to make improvements to the quality of the service she provides. For example, she has a greater understanding of how to manage challenging behaviour and how to help children play cooperatively.

Quality of teaching, learning and assessment is good

The childminder accurately identifies the progress children are making. She plans enjoyable activities to help children master the next steps in their learning. For example, she uses story time to introduce children to new vocabulary and introduces them to new technology. Children learn how to use weighing scales, for example, as they play and weight out pasta. The childminder helps children to develop early writing skills. For example, she ensures children can use a range of writing materials, such as pencils, pens, chalks and paint.

Personal development, behaviour and welfare are good

Children develop a strong attachment to the childminder. They respond well to the calm atmosphere she creates. Children settle quickly and listen when the childminder explains the simple boundaries she has in place. The childminder encourages children to make choices and respects their decisions. For example, children choose a particular cup to drink from and decide which parts of the healthy snack they want to eat. Children freely choose to play inside or outside. They have lots of fun with water, where they wash wheeled toys and fill up the water tray. Children splash and spray the water at each other and at the childminder as they keep themselves cool as they play in the warm sunshine.

Outcomes for children are good

Children make good progress in all areas of their learning. They are confident, motivated and show good levels of independence. For example, they select their own play resources, help to prepare their own snacks and set the table ready for lunch. Children explore their surroundings with relish and freely access a wide range of interesting resources and play experiences, both inside and outside. They explore numbers, weight and volume as they retell stories. For example, young children count three pigs and notice they are different sizes and decide to divide the pasta between three different sized bowls. Children acquire the skills they will need for their move on to school or nursery.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY481856 |
| Local authority | Surrey |
| Inspection number | 1004519 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Name of registered person | |
| Date of previous inspection | Not applicable |
| Telephone number | |

The childminder registered in 2015 and lives in Send, near Woking, Surrey. She operates all year round, from 7am to 6.30pm on Monday to Friday.

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