

# Childminder Report

**Inspection date**

6 July 2017

Previous inspection date

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

- The childminder uses self-evaluation well. She is reflective on identifying areas for improvement. She involves the views of parents and the voices of children in helping to continually raise the quality of her provision and outcomes for children.
- Children benefit from a stimulating and nurturing environment. There are many resources and opportunities that help children to explore and become excited in their learning.
- Children are secure and happy. They form strong bonds with the childminder who has a good understanding of child development and how to help children to learn through their play.
- The childminder uses good systems for observing, tracking and monitoring children's development. She quickly identifies any gaps in learning to help them progress swiftly.
- Children behave well. The childminder uses consistent explanations to help children understand boundaries and expectations. She encourages them to share and take turns, helping them to start building important social skills.

### It is not yet outstanding because:

- The childminder does not fully support children's early understanding of how healthy eating and choices can benefit their health and well-being.
- The childminder does not extend opportunities for children who prefer to learn outdoors to use letters and numbers in their play and learning.

## What the setting needs to do to improve further

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

- extend opportunities for children to learn about letters and numbers as they play, particularly for those who prefer the outdoors
- make better use of discussion times to support children's early understanding of the importance of healthy eating.

### Inspection activities

- The inspector looked at a range of policies, procedures and risk assessments.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector observed the childminder while engaged with children in both the indoor and the outdoor environment and the impact this has on their learning.
- The inspector took account of the views of parents.
- The inspector checked documents relating to the suitability of the childminder and sampled documentation regarding children's progress and planning for their ongoing learning.

### Inspector

Gwendolyn Andrews

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder uses rigorous risk assessments of her home to help children play in a safe and secure environment. Safeguarding is effective. The childminder has a good understanding of safeguarding procedures and how to report any concerns she may have for a child in her care, to help protect their welfare. The childminder has good partnerships with parents and other professionals. She regularly shares information on children's development and includes parents in their child's next steps. The childminder has high expectations for herself and children. She places an importance on her own professional development to continually raise her knowledge and help them to achieve and succeed in her care.

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

The childminder makes accurate assessments of children's learning and, in doing so, plans precisely to help them move on in their development. She helps children form a love of stories. For example, they engage excitedly with new books and recognise animals and sing songs that they recall from past experiences with the childminder. The childminder enables children to explore mathematics. For example, they use different sized containers to pour water into funnels and water wheels, using their own developing problem-solving skills to make them spin. The childminder promotes children's communication and language skills successfully. For example, they become involved with an interactive map of the world. Through this, they experiment with the first stages of technology and discuss different countries and the habitats of animals and fish.

### Personal development, behaviour and welfare are good

Children are happy and confident. They play well with each other under the childminder's gentle guidance and encouragement. The childminder is a good role model who displays genuine care and meets the needs of the children well. They socialise with others often. For example, a childminder group regularly meets, which enables children to make new friends and build social skills. The childminder also uses this as an opportunity to share ideas on planning, good practice and new activities. Children become independent quickly. They have free access of toys and the garden at all times to help develop their understanding of their own likes and dislikes. They have a growing awareness about risk and staying safe.

### Outcomes for children are good

Children progress well from their initial starting points. They learn to play well with others and are starting to understand the world around them. They have many opportunities to learn about the differences and similarities in themselves and others. Children enjoy imaginary play with things they make. For example, they build a telescope from connecting toys to look at the stars in the sky. Children are confident, engaged and motivated. They are prepared well for their future learning.

## Setting details

<b>Unique reference number</b>	EY487835
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1010518
<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>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015. She lives in Woking, Surrey. The childminder operates all year round, from 8am to 6pm.

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