

# Childminder Report

**Inspection date**

8 September 2017

Previous inspection date

5 June 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 childminder has strong partnerships with parents. Parents are pleased with the regular information they receive and with the opportunities they have to share in their child's learning and development.
- The childminder communicates well with other providers and with schools. She shares information about children's progress and development. This helps to support consistency and continuity in their learning.
- When children start with the childminder, she works with parents to establish what they have already achieved. The childminder makes regular observations of children as they play and learn, identifies their next steps in learning and plans suitable activities to help to support the good progress children make.
- Children feel safe and behave well. They play cooperatively together and enjoy each other's company. There are strong and trusting relationships with the childminder. This helps to support children's self-confidence and emotional well-being.

### It is not yet outstanding because:

- The childminder does not provide enough opportunities for young children to develop their early writing skills.
- The childminder does not make the most of the information she gathers from her observations to inform her assessments even more.

## What the setting needs to do to improve further

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

- provide more opportunities for young children to develop their early writing skills
- make more effective use of information gathered from observations of children's learning to better inform the learning assessments.

### Inspection activities

- The inspector read the comments of parents, spoke to children and took account of their views.
- The inspector discussed the childminder's evaluation of her work and the documents relating to children's progress.
- The inspector viewed the areas of the childminder's premises that children use.
- The inspector observed the childminder interacting with the children and discussed her practice.
- The inspector sampled written documentation, including information that relates to safeguarding.

### Inspector

Jill Thewlis

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of how to keep children safe from harm. She knows whom to contact if she has concerns about a child's safety or welfare. The childminder considers her practice and makes improvements. For instance, she has reorganised her playroom and ensured that labels support children's ability to freely access toys and activities. Changes to her outside area help to provide greater opportunities for those children who prefer to learn outside. The childminder checks children's progress, identifies gaps in their learning and takes appropriate action to close them. She knows how to seek the advice of other professionals to improve her skills, such as for children who have special educational needs.

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

The childminder provides a good range of opportunities to develop children's play. For example, they enjoy creating different bridges for the toy cars to travel over. The childminder extends children's learning effectively. For instance, she helps them to decide how to build a stronger base for their tower so they can make it taller. Children have opportunities to develop their small hand muscles as they use tweezers to pick up 'cars' and put them in the toy sink for a wash. The childminder effectively encourages a love of reading. Children delight in sitting comfortably with the childminder to read favourite stories and use the props to mimic the actions of the characters. The childminder provides a wide range of creative activities to help children learn about other cultures and how we all celebrate differently. For example, they make and decorate candles, lanterns and dragons for Chinese New Year, as well as cooking and eating noodles. The childminder answers children's questions about people who have disabilities in a sensitive manner.

### Personal development, behaviour and welfare are good

A nutritious diet helps to support children's physical well-being and children understand what foods help to keep them healthy. They know that fruit is good for them and choose this for snack time. Children share and negotiate. For example, they decide how they will arrange the wooden track and where the ramps will go. The childminder encourages children to have good manners and to be considerate of each other. Children have a good understanding of routines and quickly respond when it is time to tidy up for lunch. The childminder supports children effectively in their understanding of risk. For example, children know that they need to wear a helmet when they ride bicycles.

### Outcomes for children are good

Children learn the skills they need for the next stage of their education, including school. They learn to count accurately and to recognise a range of different shapes, such as cones. Children understand simple mathematical language, such as 'taller' and 'shorter'. They manage their personal hygiene and care needs well.

## Setting details

<b>Unique reference number</b>	EY401017
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1062323
<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 - 3
<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>	5 June 2013
<b>Telephone number</b>	

The childminder registered in 2009. She lives in Epsom, Surrey. The childminder provides care from 7.30am to 6pm on Monday to Friday, throughout the year. She receives funding to provide free early education for children aged two, three and four years.

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