

# Childminder Report

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 27 October 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 has a consistently warm and caring approach. She has good relationships with children and they are happy, confident and show high levels of emotional well-being.
- Children are well prepared for their future learning, including school. They make independent choices as they play and are confident communicators.
- The childminder has a good understanding of how children learn and develop. She completes regular observations of children and uses this information to plan challenging activities that help children to make good progress.
- Partnerships with parents are good. The childminder shares information with them daily about their children's care and learning, to help ensure a consistent approach.
- Children have good opportunities to learn about the differences and similarities between themselves and others. For example, they sample foods and dress up to celebrate different festivals to help them to learn to value and respect others.

### It is not yet outstanding because:

- The childminder does not consistently monitor the assessment of children's learning to help her to precisely identify less-obvious gaps in their development.
- The childminder does not consistently seek the views of parents to help her evaluate the provision to drive continuous improvement.

## What the setting needs to do to improve further

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

- continue to explore a broader range of ways to monitor children's overall learning to help recognise less-obvious gaps in development
- consider ways to involve parents more in the evaluation of the provision to help identify areas for improvement.

### Inspection activities

- The inspector discussed with the childminder how she evaluates her practice and the impact she feels this has on the children.
- The inspector viewed the areas of the home used by children.
- The inspector observed the interactions between the childminder and the children, and considered the impact this has on their learning.
- The inspector questioned the childminder on how she keeps the children safe.
- The inspector viewed relevant documents, including insurance and paediatric first-aid training.

### Inspector

Ingrid Howell

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder regularly completes relevant training and keeps her knowledge up to date. She has a good understanding of the signs that a child may be at risk and knows what to do if she has any concerns about a child's well-being. She is conscientious about safety and her supervision of children. For instance, when children use a slide, she encourages them to climb the steps, but keeps nearby to ensure they are safe and to give them help when needed. The childminder evaluates her provision well overall. She makes good use of online information from childcare organisations, and the local children's centre to help sharpen her teaching skills. For example, she has explored ideas on the internet to help her to create a fairy and dinosaur garden outdoors, to enhance children's imagination.

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

The childminder uses her knowledge of what children can do, as well as their individual interests, to plan activities to help them to learn. For example, she uses children's interest in cars, to encourage them to count how many wheels there are on a car and match these to the written corresponding numbers. Children have lots of opportunity to play outdoors. They show high levels of skill, such as when they manoeuvre around obstacles when using ride-on toys and when they confidently climb the stairs of a slide. The childminder places a good focus on supporting children's language and communication. For instance, she teaches young children to name and make the sounds of animals as they play.

### Personal development, behaviour and welfare are good

Children behave well and respect others. The childminder encourages them to develop positive relationships and acts as a very good role model. During activities she gives them lots of praise and encouragement to help build confidence in their own abilities. For example, when young children struggle to complete puzzles she encourages them to persevere and celebrates with them when they succeed. The childminder gives children clear messages about the importance of leading a healthy lifestyle. For example, she encourages them to wash their hands before meals and after wiping their noses, and to make healthy food choices.

### Outcomes for children are good

Children make good progress from their starting points and learn a good range of skills that will help them in the future. They confidently chose what resources they would like to use, share, take turns, and treat each other with kindness and respect. They use numbers during everyday play and show confidence in speaking and listening. Older children complete simple tasks, such tidying up after play and understand the importance of having simple rules, such sitting at the table at mealtimes.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY493059  |
| <b>Local authority</b>             | Surrey  |
| <b>Inspection number</b>           | 1026328   |
| <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 - 2   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 1   |
| <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 the Merrow area of Guildford in Surrey. She provides care Monday to Friday from 8am to 6pm for most of the year.

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