

# Childminder Report

**Inspection date**

8 November 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 and her assistant are positive role models. They offer children a stimulating and welcoming environment that invites them to play and learn, and feel emotionally secure. Children have warm bonds with them and settle well.
- The childminder plans effectively for children's learning and understands their starting points. Children make good progress in her care.
- Children are happy and content. They behave very well and understand the routines of the day. The childminder is caring and supports children's well-being and individual needs. For example, children take naps according to their routines, so when they wake they are ready to resume their play.
- The childminder uses her policies and risk assessments efficiently. For instance, she follows her procedures when she or children are unwell, to minimise the spread of germs and illness, and adheres to children's dietary preferences appropriately.
- Partnerships with parents are positive. Parents state how children's language is improving, and how flexible the childminder is in her approach to care arrangements. Parents add that the childminder provides children with a healthy and safe environment.

### It is not yet outstanding because:

- The childminder and her assistant sometimes miss opportunities to adapt activities more effectively to encourage all children's participation in shared learning experiences, regardless of age.
- The childminder misses ways to build on children's interest in books and early literacy.

## What the setting needs to do to improve further

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

- adapt the ways children of different ages are helped to learn from each other during their play to extend their individual motivation and attention levels
- support children's curiosity to develop a wider interest in books and expand on their emerging interest in literacy.

### Inspection activities

- The inspector observed the childminder and her assistant interacting with children.
- The inspector spoke with the childminder about her aims for activities, how she plans for children's learning and how she reviews the progress they make.
- The inspector spoke with children and the childminder's assistant, and read responses from parental questionnaires.
- The inspector sampled the childminder's documentation and children's records.
- The inspector discussed with the childminder how she reviews her practice and how she updates her knowledge and skills.

### Inspector

Aileen Finan

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a clear understanding of her role and the requirements for working with an assistant. She maintains ratios with the help of her assistant and they deploy themselves well to supervise children effectively. The childminder maintains contact with the local authority to support her in updating her skills and knowledge, particularly in how she monitors the progress children make. She is reflective about how to improve her practice. This includes sourcing training and support for her and her assistant to enhance the outcomes for children attending. The childminder values the views of parents and encourages them to offer her feedback through questionnaires, for example. As part of her evaluation, the childminder is reconsidering how best to share her planning for children with their parents to improve these partnerships further. Safeguarding is effective. The childminder has a good knowledge of all aspects of safeguarding. She understands how to protect children's welfare.

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

The childminder provides a well-resourced environment for children. She is confident in her understanding of children's attainments and next steps, and extends play well overall. For example, as children build a railway track together, she proactively encourages children to identify colours, count and think actively as they fit the track pieces. The childminder makes focused observations of what children do and effectively reviews this as part of her assessment of their progress. The childminder provides parents with regular feedback about children's achievements. She encourages them to tell her about what children do away from the setting to help her understand more about children's interests.

### Personal development, behaviour and welfare are good

The childminder supports how children develop confidence and independence, including choosing their play and managing their self-care skills. For instance, she gives older children timely reminders to ensure they understand the importance of washing their hands. All children use individual small towels to dry their hands to minimise the risk of cross-contamination. The childminder provides nutritious meals for children and encourages the older ones to help her during these activities. For example, they set and prepare the table and wash up, which builds on their independence. The childminder completes nappy changes with sensitivity and children cooperate happily. Children show respect for each other. The childminder helps older children understand the needs of younger ones, for example, by being quieter in their play as children sleep.

### Outcomes for children are good

Children are happy in the childminder's care. Babies gurgle and laugh as they grab small balls rolled to them, mastering physical skills. Toddlers engage well and curiously explore sensory items, such as cones. Children concentrate well. They build with construction blocks and increase their awareness of language, for example, with new words, such as 'wobbly'. Children show readiness for the next stages of their learning.

## Setting details

<b>Unique reference number</b>	EY491531
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1116963
<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>	0 - 5
<b>Total number of places</b>	11
<b>Number of children on roll</b>	9
<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 works with her husband, who is her assistant. They provide care from Monday to Friday, for most weeks of the year. The childminder receives funding for the provision of free early education for children aged three and four years.

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