

# Childminder Report

**Inspection date**

16 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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder and her assistant have a natural ability to spontaneously support children's good progress, for example, in mathematics and literacy. Children make outstanding progress in their personal, social and emotional development.
- The childminder plans the day exceptionally well to support children's health and well-being. For example, children use their creativity in the mud kitchen, and have great fun finding their way through a maze and exploring secret gardens. They thoroughly enjoy the childminder's home cooking and this is well demonstrated by their hearty appetites.
- Children are well occupied and challenged. Behaviour is exemplary. For example, on the day of inspection, the children played together remarkably well.
- The childminder forms good partnerships with parents. She communicates with them extremely effectively regarding children's well-being and shares all that she knows and understands about children's learning and development.
- The childminder has strong capacity for continuous improvement. She evaluates the effectiveness of her provision and targets areas for further development.

### It is not yet outstanding because:

- The childminder's assessments of children and her process for tracking their progress are not precise enough to support children to make rapid progress in all areas of learning.
- The childminder does not share detailed enough information with other settings that children attend, to fully ensure children receive consistent support in all areas of their learning.

## What the setting needs to do to improve further

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

- strengthen the use of assessment to more precisely identify children's levels of ability, any emerging gaps and a clearer plan for supporting their progress in all areas of learning
- share more detailed information about children's progress and all-round development with the other early years settings children attend, to help ensure children receive consistent support in their learning.

### Inspection activities

- The inspector observed the childminder and her assistant's interaction with children during activities indoors and in the garden.
- The inspector looked at the childminder's range of play and learning resources and equipment, and observed the suitability of the premises.
- The inspector discussed the quality of teaching practice and the impact this has on children's progress with the childminder.
- The inspector sampled a range of documentation, including children's records and evidence of the childminder and her assistant's suitability. She assessed the childminder's level of improvement since the last inspection and explored her self-evaluation processes.
- The inspector took account of the views of parents.

### Inspector

Amanda Tyson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant have completed various safeguarding related training workshops since registration. They both have a clear understanding of the broad aspects of child abuse and the procedures to follow if they are concerned about a child's welfare. The childminder provides her assistants with good professional development and support. She uses risk assessment effectively to identify and minimise potential hazards to children. The childminder has a good understanding of the strengths and weaknesses of her provision. She recognises the gaps in her assessment procedures and has joined a childcare organisation that provides relevant training to help her develop high-quality skills. Since registration, the childminder has turned her garden into a stimulating play and learning environment.

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

The childminder and her assistant have complementary interests and skills and work very well together. Both are enthusiastic and make learning enjoyable for children. The childminder's assistant engages children in exciting and challenging outdoor play and experiences. He encourages them to count the steps as they climb the slide, teaches them how to catch balls and explains what a totem pole is when they visit a park that has one. The childminder is skilled at using her observations of children's interests to organise enjoyable and challenging activities on the spur of the moment. For example, she provides children with clues, such as 'look up, behind and in front of me', and 'maybe it's inside something with wheels', to help them find hidden items in the garden. When the childminder notices children mixing paint colours, she challenges them to try and make other colours.

### Personal development, behaviour and welfare are outstanding

Children are cared for in an extremely safe, well-resourced and welcoming environment. They build immensely strong emotional attachments with the childminder and her assistant, as well as with each other. The childminder prioritises the well-being needs of babies and toddlers. She carefully plans her day so that children can follow their individual routines for rest and sleep. The childminder lays extremely firm foundations for children to adopt healthy and active lifestyle habits. They love being outdoors and especially enjoy playing in the new mud kitchen. The childminder involves children in supporting national charity events and local community projects, such as supplementing food banks to encourage them to develop positive moral attitudes.

### Outcomes for children are good

All children make good progress from their starting points and are well prepared for moving on to nursery or school. They confidently express their own ideas. Children enthusiastically embrace new challenges and develop excellent social and independent skills, such as for playing cooperatively with others and managing their own toileting needs. Children are well supported to develop small physical skills necessary for using pencils. Older children understand mathematical language and that print carries meaning.

## Setting details

<b>Unique reference number</b>	EY488189
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1017557
<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 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	7
<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 West Molesey, Surrey. She works Monday to Friday between 7.30am and 6.30pm, throughout the year. Her husband is her registered full-time assistant. The childminder's daughter is also registered as an assistant for occasional cover.

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