

# Childminder Report

**Inspection date**

28 November 2017

Previous inspection date

14 April 2014

<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 identifies areas for improvement and makes changes to minimise risks for children. For example, she has made the steps leading on to the grassed area outside deeper, so that children can access the garden safely.
- The childminder attends a wealth of training. For instance, she has gained new skills from attending local cluster groups, such as strategies to support children who have special educational needs (SEN) to develop their communication and language.
- The childminder has a good understanding of child development and identifies accurate next steps, though purposeful observations and effective assessments. Children make good progress from their starting points.
- The childminder supports children to gain a good understanding of each other's differences and cultures well.
- Children learn about healthy foods and make their own sandwiches. They choose their own fillings and show great independence.
- The childminder works closely with parents and other settings, and shares information to support children's individual needs well.

### It is not yet outstanding because:

- At times, adult-led activities are too long and do not keep children fully engaged and motivated.
- The childminder does not provide enough opportunities for children to develop their understanding of, and ability to use, interactive and programmable toys and equipment.

## What the setting needs to do to improve further

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

- consider the length of adult-directed activities so that all children are engaged in their learning
- provide more experiences for children to explore and learn that technology has a purpose.

### Inspection activities

- The inspector had a tour of the areas used for childminding.
- The inspector observed the childminder's interactions with children.
- The inspector took account of parents' verbal and written views.
- The inspector observed the childminder collecting children from another setting.
- The inspector spoke with children and the childminder during the inspection.

### Inspector

Tiffany Morris

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder provides a well-planned and inviting environment, where safety and cleanliness are of high importance. Safeguarding is effective. The childminder has a fully up-to-date knowledge of child protection, which she gains from attending regular training. She is highly alert to signs that may indicate a cause for concern. The childminder tracks children's progress accurately and works closely with other settings that children attend, to monitor and meet their individual needs well. The childminder effectively uses her self-evaluation to identify training and improve her practice. For instance, she has built strong links with parents and other settings, which has enhanced continuity in the support of children's individual next steps for learning.

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

The childminder encourages children to take part in activities, such as using their thumbs to paint and create pictures of animals. She shows children pictures of animals, which helps them to consider and match the colours, while they mix paints. Children enjoy stories, and children who are most-able read and share books with other children. They use descriptive words, such as 'soft' and 'fuzzy', when feeling different textures in books. This helps them to develop their language and communication skills further. The childminder supports children's ideas when they explore resources. For instance, when they pretend a baby doll is poorly, she asks them whom they might call for help. As a result, children develop their thinking skills and learn about the wider world.

### Personal development, behaviour and welfare are good

Children are happy and settled because of the strong emphasis on their well-being. The childminder provides a safe environment, where children feel secure to explore and play freely with each other. Children feel confident to ask questions and build strong relationships with each other and the childminder. There is a good emphasis on physical play. The childminder actively encourages children to enjoy fresh air during walks to local parks, and while they play in the garden. The childminder assesses risks and minimises hazards to keep children safe, and she supervises children very well. Children develop good healthy habits, such as washing their hands before eating.

### Outcomes for children are good

Children develop confidence and good social skills. This helps to prepare them emotionally for the future, including their move to school. Children grow in their independence, and can put their shoes on and help to prepare their lunch. Children develop their mathematical skills through counting everyday objects, such as their plates at lunchtime. Children develop their literacy skills, as they sound out letters and practise their writing skills, such as when using pens to put messages in cards to their family.

## Setting details

<b>Unique reference number</b>	EY466900
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1069601
<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>	3 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	14 April 2014
<b>Telephone number</b>	

The childminder registered in 2013. She lives in Walton-on-Thames, Surrey. The childminder works each weekday from 7.30am to 6pm.

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