

# Childminder Report

**Inspection date**

20 December 2017

Previous inspection date

15 December 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**

- Children have good relationships with the childminder. They are happy, confident and show high levels of emotional well-being.
- Older children complete simple tasks, such as tidying up after play. They understand the importance of having simple rules, such as sitting at the table at mealtimes.
- Partnerships with parents are good. The childminder gives them daily feedback and keeps them involved in their children's progress, which helps provide continuity in children's care and learning.
- Children learn to behave well. Basic rules help children to understand about right and wrong behaviours.
- The childminder monitors children's progress well. She uses information about children's individual learning to identify gaps in their development and plan for their individual needs quickly. All children make good progress from their starting points.
- Children are well prepared for their future learning, including school. They make independent choices as they play and are confident communicators.

**It is not yet outstanding because:**

- The childminder does not always use her knowledge of what children can do to provide a broad range of suitable experiences to fully engage all children.
- 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:

- use knowledge of what children can do to provide a broader range of suitable experiences to fully engage all children
- consider ways to involve parents more in the evaluation of the provision to help identify areas for improvement.

### Inspection activities

- The inspector observed the interaction between the childminder and the children, and considered the impact this has on their learning
- The inspector completed a joint observation of an activity with the childminder.
- The inspector discussed with the childminder how she keeps the children in her care safe.
- The inspector viewed documents, including the childminder's paediatric first-aid certificate and public liability insurance.
- The inspector viewed the areas of the home used by children.

### Inspector

Ingrid Howell

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge and understanding of the signs and symptoms that may indicate a concern about a child's welfare. She has completed training helping her to recognise children who may be at risk. The childminder evaluates her provision well. She makes good use of online information from childcare organisations, the local authority and communicates well with other childminders. This enables her to refresh her knowledge and share ideas to help improve her teaching skills.

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

The childminder has a good understanding of how children learn and develop. Children chose what they would like to play with and the childminder encourages them to try out new things. For example, when babies show an interest in bottles with bubbles in, the childminder carefully shows them what is inside and how to make the bubbles move around. Babies copy her actions and complete the task themselves and as they do this they say 'bubbles'. The childminder supports children's emerging speech and language skills well. For example, when a child says a word incorrectly she repeats the word back to her using the correct pronunciation. Toddlers enjoy listening to stories. They carefully study the pictures as the childminder reads to them and successfully help her to turn the pages of the book.

### Personal development, behaviour and welfare are good

Children have plenty of opportunities to be physically active in the childminder's large garden. For example, during the summer months, the childminder invites other childminders and children to her home, to participate in a variety of enjoyable activities outdoors, such as arts and crafts and a mini-sports day. The childminder encourages children to be independent in their personal care skills and to respect the toys and her home. The childminder has a consistently warm and caring approach and responds well to the children's care needs. For example, when a child says that her eye is hurting she carefully checks that she has nothing in it and then cleans it with a wipe. 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 abilities.

### Outcomes for children are good

Young children learn a good range of skills that prepares them well for the next stage of their learning or school. They behave well, follow instructions and enjoy helping to complete simple tasks, such as dressing themselves to go outdoors. Young children count reliably up to six and are beginning to understand that when they add one more this makes seven.

## Setting details

<b>Unique reference number</b>	EY292118
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1070607
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	15 December 2014
<b>Telephone number</b>	

The childminder registered in 2004. She lives in Camberley, Surrey. The childminder operates all year round from 7.20am to 6.30pm from Monday to Friday, except bank holidays and family holidays. The childminder is in receipt of funding for the provision of free early education for children aged two years.

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