

# Childminder Report

<b>Inspection date</b>	18 January 2018
Previous inspection date	29 January 2013

<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 accurately evaluates her provision to maintain high standards. She researches widely to enhance her practice and improve outcomes for children.
- Children learn very well through play. The childminder expertly teaches children and provides them with new challenges. All children make good progress.
- The childminder networks with early years professionals to improve her skills. She targets her teaching precisely to meet the needs of every child.
- The childminder excels in developing children's communication and language skills. Very young children speak with confidence and listen attentively.
- Children learn enthusiastically and spontaneously. For instance, during play, very young children find information in books and share this with the childminder.
- A wide range of activities helps children to develop their physical skills well.
- The childminder has cultivated great trust and understanding with each child, including very young children, and all are very comfortable to seek help from her.
- The childminder communicates well with parents about children's welfare. They say children settle immediately from day one with the childminder.

### It is not yet outstanding because:

- The childminder does not regularly keep parents fully involved in their child's learning, particularly in setting and sharing next steps.

## What the setting needs to do to improve further

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

- strengthen opportunities for parents to be more regularly involved in exchanging information about children's learning and development needs.

### Inspection activities

- The inspector observed activities in the childminder's setting and the impact her teaching has on children's development.
- The inspector spoke with the childminder and the children when appropriate.
- The inspector carried out an observation with the childminder.
- The inspector discussed the childminder's self-evaluation, risk assessments, policies and procedures. She looked at a range of other relevant documentation.
- The inspector took account of parents' views from completed reviews and questionnaires.

### Inspector

Liz Kissane

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a very clear understanding of all areas of learning and how young children learn. Children choose from a range of practical and creative activities that stimulate their curiosity. The childminder's own training and continuous development have a positive impact on improving the quality of her teaching. For example, she uses recent training very successfully to contribute to children's clear and confident speech. Parents are delighted with her methods and practices. The childminder shares children's progress with parents. The childminder has clear safety procedures, and follows these closely to promote children's safety. She is alert to any signs that children may be at risk of harm and knows how to report any concerns. Safeguarding is effective.

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

Children enjoy learning through play. Even very young children become completely engrossed in activities of their choice. Children develop good skills in manipulating and exploring objects and materials. For example, they enjoy constructing a train track and mending bridges that have collapsed. Useful conversations with the childminder help them to understand how things in the world work. The childminder pitches questions to develop their understanding, introduces new words and extends sentences. Children freely choose books to share with the childminder. She reads widely and often with them. They enjoy books where they learn about children who live in different countries. For example, they enjoy learning about number rhymes used by Indian children.

### Personal development, behaviour and welfare are good

Children behave very well. The childminder praises their good manners when they say 'bless you' or 'please' and 'thank you'. The childminder helps children recognise their achievements. Children feel confident, value their own efforts and keep trying harder. They persevere in working with accuracy and precision, and in completing tasks. Children learn about keeping safe effectively, for example, during mealtimes when they use cutlery. The childminder provides healthy foods and discusses the benefits of these with children. The childminder further promotes healthy lifestyles, ensuring children get exercise and fresh air each day. For example, they use the local park and play centres.

### Outcomes for children are good

Children acquire mathematical skills which they use independently. For example, they count and compare shapes and sizes throughout their play. Very young children handle books competently. They develop early writing skills. They show respect and tolerance for one another. Children are very ready for the next stage in their education.

## Setting details

<b>Unique reference number</b>	EY450077
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1062798
<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 - 6
<b>Total number of places</b>	3
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	29 January 2013
<b>Telephone number</b>	

The childminder registered in 2012. She is located in Ashford, Middlesex. The childminder works from 7.30am to 6pm on Monday to Friday, for most of the year. The childminder holds qualified teacher status.

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