

# Childminder Report

<b>Inspection date</b>	22 January 2018
Previous inspection date	21 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 communicates well with parents and supports them in extending their children's learning at home. Parents report that they appreciate the childminder's flexible care arrangements and the wide variety of activities she offers children.
- The childminder uses her childcare qualification to inform her work. She puts any new knowledge from training into practice. For example, she uses her knowledge of phonics to support children's reading skills, particularly as they prepare to move on to school.
- Careful monitoring of children's progress enables the childminder to note any gaps in their learning and to act quickly to address these. She now offers younger children additional opportunities that support them in counting and recognising numbers.
- The childminder assesses children well and uses this information to inform the planning of activities that interest and enthuse them. Children make good progress and gain new knowledge and skills as they play and interact.
- Children develop a meaningful awareness of diversity in their community and this sparks their interest in the wider world. They go on local bus rides, where they note the different buildings and people. They enjoy looking at maps, identifying other countries and discussing their climates and traditions.

### It is not yet outstanding because:

- The childminder does not always extend the opportunities to support children in fully developing their skills in solving problems as they encounter them in their play.
- The childminder does not consistently offer enough outdoor learning opportunities to fully extend the development of children who prefer to learn in this environment.

## What the setting needs to do to improve further

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

- enhance the opportunities for children to develop their skills in thinking and solving problems as they encounter them during their daily play and discussions
- extend the use of outdoor areas to offer children who prefer to learn outside further play and learning opportunities.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector talked with children and the childminder at appropriate times throughout the inspection. She reviewed an activity with the childminder.
- The inspector looked at evidence of the suitability of household members. She discussed the childminder's self-evaluation information and viewed a range of other documentation, including the safeguarding procedures.
- The inspector viewed written feedback from parents and took account of their views.

### Inspector

Kelly-Anne Eyre

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder maintains a good knowledge of this area by completing training and reading relevant documentation. She is aware of potential issues that could threaten children's welfare and has a clear understanding of how to report any concerns. The childminder continuously reviews and improves her daily practice. She has introduced further resources that support children in making dens and tents. These aid children's communication and reading skills as they sit in them to talk with friends and read. The childminder works well in partnership with other childcare settings that children attend. For example, she offers children activities that enable them to build on what they have been learning at nursery and school.

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

The childminder gently reinforces children's learning. For example, children enjoy playing with a toy crane. The childminder then introduces an associated book and they read about cranes and other construction vehicles, going on to discuss safety and the use of hard hats on building sites. Children enjoy exploring the resources and these aid them in developing their imagination and understanding. For example, children put on snake outfits and pretend to move like a snake. They then look at photographs of snakes and name the different types. The childminder uses children's interests as one of the ways in which she builds on their learning. Children interested in puzzles enjoy the challenge of completing more complex puzzles. They concentrate as they work out how to join the pieces together and are inspired by their efforts to go on and try further puzzles.

### Personal development, behaviour and welfare are good

The childminder obtains thorough information from parents about their children's needs and routines and uses this to help children settle. She offers children practical explanations about their behaviour and they learn to manage this and respect one another. Children develop a good understanding of healthy practices. They help to grow, harvest and prepare vegetables, supporting their awareness of a healthy diet. Children now have further opportunities that support their physical development and help them understand how to keep themselves safe. For example, they use their larger muscles and develop their balance as they climb trees, working out how far they can safely climb. Children are proud of their work and enjoy looking at photographs of activities and putting their work on display. This helps build their confidence and their positive attitudes.

### Outcomes for children are good

All children make good progress. They develop the essential skills that support their learning and prepare them for school. Children enjoy many opportunities to discuss their activities and play. They learn to take turns in the discussion and to listen to one another. These opportunities support the development of children's language and communication skills. They particularly support children who speak English as an additional language and they make good progress in understanding and speaking English.

## Setting details

<b>Unique reference number</b>	EY447730
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1062639
<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 - 4
<b>Total number of places</b>	4
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	21 January 2013
<b>Telephone number</b>	

The childminder registered in 2012 and lives in Sunbury-on-Thames. She operates during term time only, from 7am to 6pm from Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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