

# Childminder Report

**Inspection date**

30 January 2018

Previous inspection date

16 July 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 settle quickly into the childminder's care. They are very happy and demonstrate they feel safe in her care. Children build close bonds with the childminder and the other children in her setting.
- The childminder has built close partnerships with parents, overall. She shares ideas and information that parents can use at home to further support their children's development.
- Children's speech and language are fully promoted by the childminder. She talks to children about what they are doing. The childminder repeats words to support children learning new words, such as 'soil' and 'planting'.
- The childminder provides plenty of opportunities for children to develop their physical skills. They enjoy regular trips to the parks and having walks in the local community. Children delight in balancing as they walk along wooden stepping stones.

### It is not yet outstanding because:

- The childminder does not obtain enough detailed information from parents about what children already know and can do when they first start, to help assess their starting points.
- Although the childminder completes regular assessments of children's development, she does not always use this information effectively to identify precisely what children need to learn next to help them make rapid progress.

## What the setting needs to do to improve further

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

- seek more detailed information from parents about what children already know and can do when they first start
- enhance the use of information gathered from assessments and plan precise next steps in learning that help children make the best possible progress.

### 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 completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through reading written feedback provided.

### Inspector

Michelle Baldock

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure understanding about the types of abuse. She knows the procedures to follow and how to report any such concerns. The childminder works closely with other settings that children attend. She shares her assessments of children's development, which helps to promote a continuity of care and learning. The childminder effectively evaluates her practice. She incorporates the important views of parents and children when identifying and planning improvements in her practice. She provides regular supervisory meetings for her assistant and this helps her to identify areas for development. The childminder and her assistant attend opportunities for training and professional development. This supports their growing understanding and development of their skills.

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

Children's mathematical development is promoted well by the childminder. For example, she counts with them as they carefully balance and walk from one wooden stepping stone to the next. The childminder fosters children's imaginative skills. For instance, children are encouraged to pretend to make food and feed their toy babies at mealtimes. She talks to children about what is happening in stories they enjoy. Children eagerly find different animals in the book when asked. They have opportunities to develop their early writing skills and are provided with a range of writing implements, including paint, pens and pencils. They enjoy talking about the pictures they have created.

### Personal development, behaviour and welfare are good

Children are confident and quickly develop their independence. For example, from a young age they learn to serve their own food and happily help to tidy up when they have finished playing. The childminder promotes good hygiene practices. She talks to children about washing the germs away from their hands with soap. The childminder supports children in understanding about healthy eating. She talks to them about the food they eat and they learn about food that is good for them. Children behave well and the childminder provides consistent messages that support their growing understanding. They quickly learn to share and take turns with toys. Children take part in activities for different festivals, which helps them learn about each other's similarities and differences.

### Outcomes for children are good

Children are confident and eager to learn and enjoy exploring the wide range of activities. Children enjoy exploring in the soil and rice. They run these materials through their fingers and put these items into different piles. Children make good progress in their development. They learn all the skills needed for their next stage in learning and for their move on to school.

## Setting details

<b>Unique reference number</b>	EY285367
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1070580
<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>	16 July 2014
<b>Telephone number</b>	

The childminder registered in 2004 and lives in Stanwell, Middlesex. She operates her provision all year round from 6.30am to 6pm from Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works with an assistant part time for 3 days a week. The childminder holds an appropriate early years qualification at level 3.

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