

Childminder Report

Inspection date

13 February 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 thrive in this nurturing setting. They make good progress in their development and gain useful skills for their next stage in learning.
- The childminder provides stimulating activities and resources that capture children's interests. She uses observations of children's learning to effectively identify their next steps in learning and to monitor if a child needs any additional help.
- Children behave well and develop good social skills. The childminder has clear behavioural expectations, which she consistently reinforces.
- Partnerships with parents are strong. Parents are fully involved in their children's learning. They receive detailed information about their child's day, which helps them to continue their learning at home.

It is not yet outstanding because:

- Occasionally, the childminder does not use questioning to best effect, to help children think of their own solutions and ideas.
- The childminder does not make the most of opportunities to extend children's understanding of the importance of good hygiene, such as regular handwashing, to support their health.

What the setting needs to do to improve further

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

- make more effective use of questions that encourage children to think and find their own solutions in their play
- create more opportunities for children to learn about the importance of good hygiene.

Inspection activities

- The inspector spoke with the childminder and children at suitable times throughout the inspection.
- The inspector looked at a range of documentation, including the childminder's self-evaluation and evidence of her and her assistant's suitability.
- The inspector observed children at play.
- The inspector looked at children's records and discussed their learning and development with the childminder.
- The inspector and childminder evaluated the effectiveness of an activity together.

Inspector

Hazel Farrant

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is confident in recognising possible signs and symptoms that may indicate a child is at risk of harm. She knows how to make a referral if she has concerns about children's welfare. The childminder employs an assistant to work with her during times when more children attend. She follows rigorous systems for the safe recruitment of staff, which contributes to children's safety. The childminder ensures her assistant has a good understanding of safeguarding and regularly tests her knowledge. She provides regular supervision and monitors her assistant's effectiveness in her work with children. The childminder reflects on her own practice and gathers the views of parents as part of the process of making improvements. She attends training and regularly reads relevant publications and websites to enable her to enhance future outcomes for children.

Quality of teaching, learning and assessment is good

The highly qualified, kind and caring childminder knows the children well. She has a good understanding of how to support children's play and learning. For example, she plays alongside children and follows their interests. Overall, the childminder makes good use of opportunities to extend their learning further. For example, she helps children to learn about the natural world. She encourages children to talk about the weather and helps them to describe the sound of rain as it trickles down onto a foil sheet. The childminder is helping children to understand festivals and celebrations, for example, through arts and crafts and through sampling foods from around the world.

Personal development, behaviour and welfare are good

Children are happy and settle quickly in the childminder's home. The childminder gathers high-quality information from parents when children first start attending. This helps her to provide continuity in children's care routines, such as their sleep patterns. For example, the childminder responds quickly when children are tired and settles them to sleep. She successfully supports children's emotional security. The childminder supports children's physical development well. For example, children play in the childminder's garden, and visit parks and play areas for more energetic activities.

Outcomes for children are good

Children are confident and motivated. They all make good progress in their learning. They develop their mathematical skills as they play. They recite number names in sequence as they take part in singing number rhymes. Their early literacy skills are developing well. Children show increasing confidence as they use their fingers to make marks in a tray of flour, developing their early writing skills. They are gaining good independence skills. They prepare their own snacks and mix ingredients to make pancakes.

Setting details

Unique reference number	EY492962
Local authority	Surrey
Inspection number	1026504
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	11
Number of children on roll	7
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015. She lives in Guildford, Surrey. She provides care from Monday to Friday for most of the year and works with an assistant. The childminder is a qualified teacher.

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Piccadilly Gate
Store St
Manchester
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