

# Childminder Report

**Inspection date**

22 March 2018

Previous inspection date

18 June 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 monitors children's learning outcomes effectively. She completes regular observations and assesses children's overall progress to help her to identify any gaps so that she can provide additional support to help children to catch up quickly.
- Partnerships with parents are good. Daily feedback by the childminder helps to ensure that parents are kept fully up to date on what their children have been doing and how they are progressing. This helps to support continuity in children's care and learning.
- Children build strong relationships with the childminder. They are settled and secure in her care and build good levels of emotional well-being.
- The childminder supports young children's emerging language and communication skills well. For instance, she uses books to help babies to recognise and name things that are familiar to them.

### It is not yet outstanding because:

- The childminder does not consistently provide babies with opportunities that encourage them to explore and investigate independently.
- The childminder does not use information from parents about what children can already do before they start attending the setting, to help her to accurately plan for their initial next steps in learning.

## What the setting needs to do to improve further

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

- continue to develop the opportunities available for young children to explore and investigate independently, to help them to make even better progress
- use information gathered from parents more effectively help to identify children's starting points more accurately.

### Inspection activities

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

### Inspector

Ingrid Howell

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is committed to developing her practice. For example, she seeks the views of parents and has completed a quality-improvement programme. This has led her to reflect and build on her provision further. Since her last inspection, she has successfully established links with other settings children attend. Safeguarding is effective. The childminder has a good understanding of the signs that indicate a child may be at risk of harm. She knows the procedure to follow if she has any concerns about the welfare of a child. The childminder works effectively with other professionals to sharpen her teaching skills. For example, she meets with other childminders to share ideas for activities and discuss changes in legislation.

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

The childminder has a good understanding of how children learn and develop. She observes them closely and gets to know them well. She plans a range of activities based on children's interests. For example, children enjoy using play food and a tea set, and role play 'pouring' and 'stirring' the tea. As they do this, the childminder extends their language by talking to them about what they are doing. The childminder supports children's physical development effectively. For instance, she provides resources, such as push-along toys to support children who have recently started to walk. Children show good skills and freely walk up and down the childminder's home with confidence.

### Personal development, behaviour and welfare are good

Children behave well. The childminder is a good role model and has a warm and caring approach. She gives children gentle guidance and praise. Children have opportunities to learn about the similarities and differences between themselves and others. The childminder discusses with children their own and other children's cultural backgrounds and beliefs, to help children to value and respect others. She is dedicated in her approach to help children to have a healthy lifestyle. For example, she provides nutritious snacks and gives children opportunities to take regular exercise in her garden and local parks.

### Outcomes for children are good

Children make good progress from their starting points. They demonstrate a good level of understanding and complete simple tasks, such as helping to tidy up. Babies are inquisitive and shows pleasure, such as when they create sounds by banging, shaking and tapping musical instruments. Older children learn to count and recognise numbers through enjoyable songs and activities. Children are developing the skills needed for their next steps in learning, including pre-school and school. They learn to behave well and show a good understanding of routines and expectations for behaviour.

## Setting details

<b>Unique reference number</b>	EY431753
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1062507
<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>	0 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	18 June 2013
<b>Telephone number</b>	

The childminder registered in 2011. She lives in Ashford, Middlesex. She provides care Monday to Friday from 7am to 5.15pm for 38 weeks per year, and two days per week during school holidays.

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