

# Childminder Report

**Inspection date**

28 March 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

**This provision is good**

- The childminder has a good understanding of child development. Her observations, assessments and planning for children's next steps for learning are insightful and, overall, very well supported with well-planned and exciting activities. Children make good progress, and in their personal, social and emotional development, their progress is outstanding.
- Children thoroughly enjoy their time with the childminder. Activities are varied, meet their differing interests and are effectively adapted to ensure they challenge all children.
- The childminder forges strong partnerships with parents. She is focusing well on establishing the same positive relationships with the pre-schools some children attend.
- The childminder very expertly helps children to develop excellent independence, social skills, good manners and interest in keeping their environment safe and tidy. Children's behaviour is exemplary. They are extremely well settled and emotionally secure.
- The childminder is particularly good at recognising opportunities to support children's progress in areas of learning, such as mathematics during their play.
- The childminder reflects well on her practice. She recognises her strengths and gaps in professional development, and focuses well on targeting these.

**It is not yet outstanding because:**

- The childminder does not focus on developing the quality of teaching as well as she could, to support those children who have more-complex needs even further.

## What the setting needs to do to improve further

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

- focus improvement plans more specifically on developing knowledge and teaching skills for identifying and supporting those children who have complex needs.

### Inspection activities

- The inspector observed the childminder's interaction with children during activities indoors. She looked at the childminder's range of play and learning resources and equipment, and observed the suitability of the premises.
- The inspector discussed the childminder's practice with her and the impact of her engagement with children.
- The inspector sampled a range of documentation, including children's records and evidence of the childminder's suitability. The inspector talked to the childminder about her use of self-evaluation.
- The inspector sought and took account of the views of parents.

### Inspector

Amanda Tyson

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder works well to maintain continuous improvement. Since registration, she has completed various training workshops and received support from more-experienced childminders. She uses these opportunities well, for example, to improve her activity planning, partnership with parents, and strategies for supporting children's emotional well-being and behaviour. Safeguarding is effective. The childminder has a clear understanding of the procedure to follow if she is worried about a child's welfare. She has recently completed training to further her knowledge of wider safeguarding issues, such as recognising when children are being exposed to extreme and radical views.

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

The childminder has a good understanding of how children learn. She skilfully engages with children, for example, by asking them questions and making comments that encourage them to think, reason and develop their own ideas, especially during imaginative, investigative and creative play. The childminder explains concepts brilliantly, such as heavy and light, for example, by demonstrating that the high end of a scale means the contents are lighter than the other end that touches the floor. The childminder understands that children learn in different ways and ensures that activities are well planned or adapted to interest all children and meet their differing needs. For example, toddlers practise transferring rice into wide-rimmed containers using chunky scoops alongside pre-schoolers who use small spoons and tall narrow-rimmed measuring tubes. The childminder takes children on outings, for instance, to museums and the river to observe different types of boats. This helps to bring learning to life for children.

### Personal development, behaviour and welfare are outstanding

Children form extremely strong emotional attachments with the childminder. They trust her immensely, which they demonstrate exceptionally well in their confidence when meeting visitors. The childminder very securely understands that some children find separating from parents very difficult and implements highly effective strategies for minimising any anxiety. The childminder plans the day extremely well to provide children with opportunities to play and learn outdoors, and engage in active physical play, for instance, making mud pies and building dens in the woods. She involves children very skilfully in setting up activities and very successfully inspires their interest to tidy up.

### Outcomes for children are good

Children gain good skills that prepare them well for the next stage in their learning. For example, toddlers quickly become toilet trained and pre-school children learn to manage to take themselves to the toilet and wash their hands. Pre-school-age boys use pencils with good control. They learn to recognise their names and write letters. Children listen attentively to stories and enthusiastically engage in activities that challenge their understanding of mathematical concepts. Children speak with confidence and develop good vocabulary. They are immensely sociable and polite.

## Setting details

<b>Unique reference number</b>	EY496912
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1036310
<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 - 3
<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>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2016 and lives in West Molesey, Surrey. She works Monday to Friday throughout the year, between 8am and 6pm. The childminder has a childcare qualification at level 3.

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