

# Childminder Report

**Inspection date**

12 April 2018

Previous inspection date

15 September 2015

<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 joins in children's play and supports them well to achieve what they want to do. For example, she helps them to learn how to use wheeled toys and other large equipment successfully. Children thoroughly enjoy practising what they learn.
- The childminder develops close, caring relationships with children. She supports children to form friendships and develop good social skills. Young children develop the confidence to separate from the childminder and interact with other children. For example, during outings to toddler groups.
- The childminder uses self-evaluation to successfully improve her good teaching practice and outcomes for children. Since the last inspection, she has sought information from other childminders, which she uses to promote children's understanding of the world.
- The childminder works well in partnership with parents to support children to make good progress in their learning. She consistently involves parents in their children's learning and development. The childminder provides parents with detailed information about how she successfully meets children's individual needs.

### It is not yet outstanding because:

- The childminder does not always explain to young children about the consequences of their behaviour so they begin to understand how it affects others.
- The childminder does not use a variety of ways to support children's sensory development further.

## What the setting needs to do to improve further

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

- explain to young children about the consequences of their behaviour so they begin to understand how it affects others
- provide children with a wider range of activities to support their sensory development further.

### Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector completed a joint observation with the childminder.
- The inspector talked with children and the childminder.
- The inspector discussed self-evaluation with the childminder.
- The inspector sampled documentation.

### Inspector

Catherine Greenwood

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection procedures. She attends local authority safeguarding training, which supports her knowledge and understanding of how to keep children safe. The childminder keeps up to date with current safeguarding issues, for example, by obtaining and reading relevant guidance. She skilfully assesses children's developmental progress and checks that they are reaching typical levels of development. The childminder supervises children well at all times and makes sure the activities and resources are suitable for the varying ages and needs of the children.

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

The childminder notices what arouses children's curiosity and gives them the time to get deeply involved in activities. She has improved how she uses children's interests to support and challenge their development effectively. She makes suggestions that successfully capture children's interest and motivate them to 'have a go' during activities. For instance, young children enjoy learning to use spades to dig soil in plant pots. The childminder shows them how to do this and talks aloud about what they are doing to develop their understanding. She adapts activities to include older children who enjoy watering the plants. Children collect apples in the childminder's garden, which they use to make ginger and apple cake. The childminder takes children on outings to gardens where they follow number clues during Easter-egg hunts.

### Personal development, behaviour and welfare are good

Children are happy and settled. They laugh with enjoyment while playing with balls in a small tent. They thoroughly enjoy older children's involvement in their play and attempt to copy what they do. The childminder provides a positive role model. She fully supports children's self-confidence and sense of achievement, and recognises and celebrates new things they say and do, for instance, when young children enthusiastically copy and repeat new words they hear, such as 'wow' and 'thank you'. Overall, children are well behaved. The childminder supports children's good health and ability to do things for themselves. She takes children shopping and uses cooking activities and discussions with parents to promote children's interest in healthy food.

### Outcomes for children are good

Children develop the skills they need for starting school. They are very active, motivated and independent learners. They quickly learn how things work. For instance, while playing imaginatively with a toy cooker, they make the battery-operated hob light up. Children develop a keen interest in books. Some children are reaching above typical levels in their communication and language development.

## Setting details

<b>Unique reference number</b>	160562
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1127298
<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 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	15 September 2015
<b>Telephone number</b>	

The childminder registered in 1995. She lives in Farnham, Surrey. She works on Monday to Thursday, for most of the year.

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