

# Childminder Report

**Inspection date**

17 April 2018

Previous inspection date

1 December 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

- The well-qualified childminder has good partnerships with parents. They work together to help ensure that there is consistency in children's care and learning. She provides regular information to parents about their children's achievements and progress. Parents are supported to guide their children's learning at home.
- Children have strong attachments with the attentive childminder and they are helped to behave well. The childminder takes valuable time to ensure children feel settled and secure. This helps to support their emotional well-being very well.
- The childminder knows with what children enjoy playing. She follows children's lead and joins in with their play, talking to them as she does so. This helps to support children's emerging language skills.
- The childminder evaluates her practice. She takes into account the views of children and parents, and includes these in the process to continually improve. For example, a review of the presentation of resources has led to children becoming more constructive in their play.

### It is not yet outstanding because:

- Occasionally, the childminder does not adapt adult-led activities to help younger children gain as much as possible in their learning.
- The childminder does not consistently encourage all other providers to share what they know about children's learning, to fully support continuity in children's development.

## What the setting needs to do to improve further

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

- review adult-led activities and implement adaptations to help younger children gain as much as possible in their learning
- maximise the links with other providers where children attend, to share information about children's progress and use this more precisely to plan for children's individual future learning.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning. The inspector talked to the childminder, her co-childminder and the children at appropriate times.
- The inspector discussed and evaluated an activity with the childminder.
- The inspector looked at evidence of the suitability of the childminder and other adults working and living on the premises.
- The inspector looked at relevant documents, such as a selection of children's records and the childminder's safeguarding policy and procedures.
- The inspector took account of the views of parents from questionnaires and documents containing their comments on the provision.

### Inspector

Maura Pigram

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure understanding of her responsibilities to protect children. She knows the procedures to follow if she has any concerns about children. The childminder ensures all areas and outings are safe for children. She shares her experience and knowledge, such as that gained from ongoing research and training with her co-childminder. For example, they discuss information gained about safeguarding and then policies are updated and implemented. The childminder has successfully addressed the recommendations from her previous inspection. For example, the play spaces have been reorganised to have a positive impact on children and they are able to easily access their water cups.

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

Children have fun and concentrate on tasks, such as ball games. The childminder helps children to correctly count these as they roll them along a pipe. Older children enjoy a game related to shapes. They mostly match these correctly and are helped by the childminder to recall the names of the shapes. The childminder helps children to make choices, such as using chalks to make marks on suitable boards. She ensures children take part in a variety of outings to help them learn about the wider world. For instance, they visit woodland and gardens where children explore and discuss their surroundings. The childminder completes regular observations of children's learning and checks their progress to plan for their next steps in learning. She is aware of where to seek support if she is concerned about children's development.

### Personal development, behaviour and welfare are good

The childminder provides a flexible service for families. She adapts settling-in procedures for each individual child's needs to help them to become familiar with the routine. The childminder knows the children in her care very well, such as sleeping patterns and younger children's weaning needs. She promotes good hygiene and encourages older children to develop positive eating habits. They have many opportunities to practise their physical skills. For example, children enjoy using the wide range of wheeled toys outdoors and visit parks with challenging play equipment. The childminder is vigilant of children at all times to help keep them safe, such as when they go on outings.

### Outcomes for children are good

Children enjoy exploring and talking about different letters and numbers they see during their play. Older children recognise shapes and colours. They are developing social skills, such as taking turns. Younger children enjoy imaginative play and discovering how to complete jigsaws. Children have opportunities to develop their literacy skills. They select books at the childminder's home and when they visit the library. Children make good progress and are prepared for their future learning, such as moving to nursery or school.

## Setting details

<b>Unique reference number</b>	EY257813
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1070508
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	1 December 2014
<b>Telephone number</b>	

The childminder registered in 2003 and lives in Woking, Surrey. The childminder offers care Monday to Friday from 8am to 6pm, all year round, except for family holidays and bank holidays. The childminder has an appropriate qualification at level 3 and works with a co-childminder.

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