

# Childminder Report

**Inspection date**

24 April 2018

Previous inspection date

14 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**

- Partnerships with parents and others involved in children's learning and care are firmly established and successfully support children's continued progress and emotional well-being.
- The childminder evaluates her setting effectively and knows what she is doing well and areas of improvements. The recommendations set at the previous inspection have been successfully met. She demonstrates a strong drive to make continuous improvements.
- The childminder is kind, warm and caring. Children form secure emotional bonds with the childminder and demonstrate they feel safe and secure.
- Children make good progress in their language and communication skills. The childminder models clear and correct language to children to help them learn new vocabulary.

**It is not yet outstanding because:**

- The childminder does not consistently track children's progress precisely enough to help her to identify swiftly when a child may need further support for more specific aspects of their learning.
- The childminder does not consistently incorporate children's next steps in their learning into activities to help them make the best possible progress.

## What the setting needs to do to improve further

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

- track children's progress more precisely to identify swiftly when a child may need further support and to take their learning to a higher level
- build further on the consistent use of children's next steps in their learning to help them make the best possible progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector took account of the views of parents through reading the written feedback provided.
- The inspector held a number of discussions with the childminder. She looked at a selection of relevant documentation.
- The inspector spoke to children during the inspection.
- The inspector and the 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 understands her responsibilities to protect children from harm. She knows whom to contact should she have concerns about a child's welfare. The childminder is very mindful of children's safety. She checks the environment on a regular basis and takes appropriate steps to minimise any potential risks to children in her home and on any outings. The childminder has many years' experience working with children. She keeps her knowledge up to date, for instance, through sharing good practice with other childminders. This helps her to keep up with current legislation and guidance.

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

The childminder observes children during play. On the whole, she tailors children's play experiences, taking into account their interests and what she knows about individual children. She supports their learning through the use of warm, positive interactions. The childminder offers purposeful teaching to support children's learning and ensures children have plenty of opportunities to discover things for themselves. For example, children discover which food the birds like eating the best. They place a variety of foods out in the garden and check to see which type of food is the most popular. The childminder provides a stimulating and welcoming environment for children. There is a wide range of interesting age-appropriate resources and activities freely available for children from which to independently choose.

### Personal development, behaviour and welfare are good

Children make healthy choices at snack time and learn about the benefits of healthy foods. The childminder promotes a calm environment and is a positive role model. Children behave well and use good manners. The childminder frequently takes children to local play centres and activity groups. This helps to develop their understanding of the world and promotes their social skills.

### Outcomes for children are good

Children are developing good social skills and confidence to do things for themselves. For example, they use the bathroom and wash their hands independently. Children are very happy and enjoy their time with the childminder. They develop good imagination skills and are confident communicators. Older children are beginning to recognise the letters of their own name and sound out the letters phonetically. Children run around energetically in the garden and skilfully propel themselves along on wheeled toys. Children are making good progress and are gaining skills for future learning and school.

## Setting details

<b>Unique reference number</b>	160582
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1127299
<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>	2 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	14 September 2015
<b>Telephone number</b>	

The childminder registered in 1993. She lives in West End, Woking, in Surrey. The childminder works Monday to Wednesday for most of the year.

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