

# Childminder Report



<b>Inspection date</b>	14 May 2018
Previous inspection date	1 December 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 interacts well with children. He is skilled at weaving learning into planned activities, child-initiated play and routines. For example, he uses opportunities, such as a treasure hunt, to help children learn mathematical terms, including 'big' and 'small'. Children respond well to his teaching and make good progress in their learning.
- The childminder values the input of parents and shares information about the progress children are making and of the activities he provides. As a result, parents encourage their children's further learning at home.
- Children's individual care needs are met effectively, and they are happy and secure. They have clear emotional attachments with the childminder and co-childminder, and confidently approach either of them when they need help or reassurance.
- Children behave well and learn how to be kind and caring with one another.

### It is not yet outstanding because:

- The childminder does not currently hold a valid first-aid qualification, which is a breach of the legal requirement. However, the risk to children is minimal. He has acted to address this and has a good knowledge of how to treat accidents and incidents to ensure children's safety is not compromised.
- The childminder does not make the most of opportunities to extend children's understanding of the importance of good hygiene, to support their good health further.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
■ maintain a valid paediatric first-aid certificate.	14/06/2018

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

- make more effective use of opportunities for children to learn about the importance of good hygiene.

### Inspection activities

- The inspector spoke with the childminder, co-childminder and children at suitable times throughout the inspection.
- The inspector looked at a range of documentation, including the suitability of those living or working on the premises.
- The inspector observed children at play.
- The inspector observed the quality of teaching during activities outdoors and assessed the impact this has on children's learning.
- The inspector and the childminder jointly observed and 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 has a good understanding of what could pose a risk to children and minimises these carefully. He has good knowledge of child protection issues and knows the signs and symptoms that would cause him concern about a child's welfare. The childminder clearly knows how to report any concerns and of the process he must follow. He does not currently hold a valid first-aid qualification, which is a legal requirement. However, he works in close partnership with his co-childminder, who has a valid first-aid certificate, and keeps his first-aid knowledge up to date, for instance, through reading and accessing online information. He knows that he must not work on his own with the children until successful completion of the first-aid qualification. As a result, the risk to children is minimal. The childminder gathers the views of children and parents to guide his self-evaluation.

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

The childminder observes children to monitor their progress and to know what they need to learn next. It also helps him to identify any gaps in children's learning promptly. He provides children with broad and challenging experiences. For instance, children learn about numbers as they collect leaves and bark they find in the garden. The childminder teaches children new vocabulary during their play. For example, he explains to children the difference between twigs and tree bark. Children repeat the words back to him and receive a 'high five' to celebrate their achievements.

### Personal development, behaviour and welfare are good

Equality and inclusion underpin the childminder's practice and he helps children to develop positive values. Mealtimes are enjoyable social experiences. The childminder provides a good variety of play experiences, with plenty of opportunities to develop their physical skills and well-being.

### Outcomes for children are good

Children show high levels of concentration and are motivated to learn. They show good problem-solving skills. For example, they persevere at trying to put on their own footwear ready for outdoor play. Children show good initiative and enjoy taking responsibilities, such as pouring out their own drinks. They make good progress in their learning and are developing the skills they require for future success and for moving on to school.

## Setting details

<b>Unique reference number</b>	EY445556
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1131859
<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 - 2
<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 2015
<b>Telephone number</b>	

The childminder registered in 2012. He works with a co-childminder, who is his wife, from their home in Woking, Surrey. He provides care from Monday to Friday for most of the year.

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