

# Childminder Report

**Inspection date**

15 May 2018

Previous inspection date

21 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 experienced childminder has a good understanding of how children learn. She observes children's play and monitors their progress frequently. All children make good progress in their learning.
- The childminder engages well with children as they play. She places a strong emphasis on developing children's communication and language skills.
- The childminder helps children to learn how to manage some age-appropriate tasks for themselves. For instance, children help to prepare their lunch and learn how to wash their hands before they eat.
- The childminder is a positive role model. She uses age-appropriate methods and consistent rules and boundaries to promote children's good behaviour. For example, she gives clear explanations and sensitively reminds children not to climb on the furniture.
- Partnerships with other settings children attend are good. This helps to provide consistency for children who receive shared care.

### It is not yet outstanding because:

- The childminder does not consistently encourage parents to share information about their children's abilities and achievements at home, to engage them further in their learning and to maximise outcomes for children.
- The childminder does not make the best use of opportunities for children to develop their imagination and express their thoughts, such as through pretend play.

## What the setting needs to do to improve further

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

- explore ways to encourage parents to share more information about children's abilities and achievements at home, to engage them further in their children's learning
- provide children with further opportunities to express their thoughts and explore imaginative play.

### Inspection activities

- The inspector had a tour of the premises and reviewed the resources with the childminder.
- The inspector observed the childminder and children during their activities and discussed her observations with the childminder.
- The inspector held discussions with the childminder and children throughout the inspection.
- The inspector looked at a range of documentation, including policies and procedures, risk assessments, and children's learning and assessment records.

### Inspector

Jane Franks

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is fully aware of child protection procedures and knows what to do if she has a concern about the welfare of a child. The childminder takes a professional approach in developing her skills and knowledge to improve her practice. For example, she uses the information obtained from research and short courses to improve her provision and maintain children's good progress. The childminder regularly seeks the views of parents and children, and has clear action plans in place to build on outcomes for children. For example, she has enhanced opportunities for children to enjoy further learning experiences outdoors. The childminder shares children's key achievements with parents regularly, to keep them well informed. Parents speak highly of the caring service she offers to their children.

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

Young children delight in exploring their senses. For example, they thoroughly enjoy using their hands and feet to experiment with paint. Children demonstrate good levels of concentration and discuss the changing patterns in the paint. The childminder extends this further, for example, by encouraging the children to find natural resources that they can use in different ways. The childminder models words clearly and asks questions that encourage children to enhance their growing vocabulary. For instance, children experiment with chalks and discuss the marks they make. The childminder supports children's developing mathematical skills well. For example, younger children investigate volume by emptying and filling containers and older children explore the concept of floating and sinking.

### Personal development, behaviour and welfare are good

The childminder has warm and nurturing relationships with the children. She encourages children to learn how to respect and value the differing needs of each other. For instance, they attend local toddler groups and play with other children to help support their understanding of diversity in the wider world. The childminder carries out robust risk assessments around the home and for outings to ensure that risks are minimised to help keep children safe. She encourages children to think about their own personal safety. For example, children enjoy visits to local woods and have opportunities to use real tools, build dens and climb trees.

### Outcomes for children are good

Children make good progress in their learning. They develop good skills that help them to be ready for their eventual move on to school. Children are very happy. They have fun as they develop confidence and a sense of belonging. Children learn to care for living things. For example, they are delighted to find worms in the garden and handle them with care. They make independent choices from the varied range of activities the childminder offers.

## Setting details

<b>Unique reference number</b>	EY251511
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1128678
<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 - 3
<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>	21 September 2015
<b>Telephone number</b>	

The childminder registered in 2003. She lives in Knaphill, in Woking, Surrey. The childminder works Monday to Friday, all day, for most of the year. The childminder has a childcare qualification at level 3.

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Piccadilly Gate  
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