

# Childminder Report

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 4 June 2018     |
| Previous inspection date | 20 October 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 completes regular online research to help keep her knowledge up to date and to gain ideas for activities. This helps to sharpen her teaching skills and improve her practice effectively.
- Effective partnership working with parents helps the childminder to meet children's care needs effectively. She keeps parents well informed of what the children have been doing and makes suggestions on how they can support learning further at home. This helps to ensure continuity between their home and the childminder's home.
- Children develop skills that prepare them well for the next stage of learning, including pre-school. For example, children confidently choose what they would like to do and show good levels of self-esteem and confidence.
- Children have good opportunities to learn about the similarities and differences between themselves and others. For instance, the childminder provides books to help children to develop their understanding of people with disabilities and cultural differences.

### It is not yet outstanding because:

- The childminder does not consistently help children to sustain their concentration during activities and benefit from uninterrupted play.
- Children learn about the importance of being physically active but have less opportunity to learn about the importance of making healthy food choices.
- Self-evaluation does not fully consider the views of parents in identifying further areas for improvement.

## What the setting needs to do to improve further

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

- support children more effectively to sustain their concentration during activities
- use every opportunity to talk to children about the importance of making healthy food choices as part of following a healthy lifestyle
- provide more opportunities for parents to contribute to the evaluation of the setting to help drive continuous improvement.

### Inspection activities

- The inspector observed the interactions between the childminder and children and considered the impact this has on their learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector discussed with the childminder how she keeps the children in her care safe.
- The inspector viewed documents, including the childminder's paediatric first-aid certificate and public liability insurance.
- The inspector viewed the areas of the home used by children.

### Inspector

Ingrid Howell

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder undertakes relevant safeguarding training. She is confident about the action to take if she has any concerns about the safety or welfare of a child in her care. She is conscientious about keeping children safe. She regularly checks the environment and resources to make sure that they are suitable for children to use. The childminder uses self-evaluation effectively to improve her practice further. For example, since her last inspection, she has enhanced the opportunities for children to explore a wider range of sensory experiences and provided more opportunities for them to use a range of tools for mark making.

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

The childminder successfully assesses children's learning to help identify any gaps and to plan for their next steps. She uses this knowledge of the children to plan activities to help them to learn. For example, she provides opportunities for children to identify shapes within the environment to help support their mathematical understanding. Children enjoy playing with natural resources, such as sand and water. As they use these the childminder asks them to describe what the sand feels like when dry and then when it is wet. Children identify that the dry sand feels soft, but when they add water, the wet sand feels rough. The childminder uses many opportunities to encourage children to count and develop a good understanding of numbers. For instance, as they used dough to make pretend cakes, she encouraged them to count how many candles they have. Children count confidently to five, and to 10 with help.

### Personal development, behaviour and welfare are good

Children's behaviour is good. The childminder gives them regular praise and celebrates their individual achievements to help them to feel good about themselves. For example, when children struggle to roll dough into a ball, the childminder shows them how to do this and they successfully copy her. The childminder supports children well to have a good understanding of how to keep themselves safe. For instance, when they are crossing roads she teaches them the importance of using designated crossing areas and checking it is safe before crossing. She provides a wide range of opportunities to support children's physical well-being and good health. For example, they have an abundance of opportunities to use climbing apparatus and ride-on toys outdoors.

### Outcomes for children are good

All children make good progress from their starting points. They follow instructions and enjoy recalling experiences and past events. They demonstrate confidence in speaking and listening, and treat each other with kindness and respect. They cooperate well with others. For example, they happily play games that involve taking turns and helping one another. Children show good levels of respect and tolerance for others.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY456142  |
| <b>Local authority</b>             | Surrey  |
| <b>Inspection number</b>           | 1131963   |
| <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 - 6   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 6   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 20 October 2015   |
| <b>Telephone number</b>            |   |

The childminder registered in 2013 and lives in Frimley, Surrey. She operates all year round from 9am to 5pm, Monday to Friday.

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