

# Childminder Report

**Inspection date**

11 June 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 uses her observations of children's learning to accurately identify what they need to learn next. As a result, teaching is planned well and children make good progress.
- Children form strong attachments with this caring and nurturing childminder. Children are very happy and confident, and show that they feel very secure in the childminder's care.
- The childminder evaluates her practice. She accurately identifies the strengths of her setting and areas to develop. This helps her to drive forward continual improvements.
- The childminder forms effective and secure partnerships with other early years settings children attend. This promotes continuity of care, learning and development.

**It is not yet outstanding because:**

- The childminder does not fully support children's independence. For example, she does not encourage children to manage some tasks for themselves, such as pouring out their own drinks or helping to prepare snacks.
- The childminder does not consistently help children to develop their early writing skills.

## What the setting needs to do to improve further

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

- consistently help children to develop their independence skills
- continue to extend opportunities for children to practise their early writing skills.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- 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 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 completes training that helps her to keep her knowledge of child protection matters accurate. She has a good understanding of the signs that would cause her concern and how to make a referral. The childminder keeps her childcare knowledge up to date. For example, she networks with other professionals and reads childcare publications. This helps her to continually build on her already good practice. Partnerships with parents are effective. The childminder gathers all important information from parents at the start of the care. This enables her to know each child's individual requirements, care needs and starting points in their development. Settling-in arrangements are carefully arranged around each child's individual needs, this supports their sense of belonging.

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

The childminder works closely with parents so that they know how their children are progressing in their learning and development. This effectively helps parents to know how they can continue their child's learning at home. The childminder provides children with exciting activities which incorporate their interests. For example, children have been nurturing and caring for caterpillars which are now butterflies and are ready to be released in the garden. The childminder uses the children's favourite storybook about a caterpillar to develop their understanding further. She uses the opportunity to consolidate children's number recognition as well as helping them to learn new vocabulary. Older children confidently retell the story of the caterpillar using their own words and props.

### Personal development, behaviour and welfare are good

The childminder knows children well. For example, she quickly recognises key signs that children are becoming tired or hungry and adapts their routines accordingly to help support their physical well-being. The childminder acts as a positive role model for children. She teaches children very well about respect, acceptance and tolerance. Children behave very well and show genuine affection towards each other and the childminder. The childminder places high importance for children to learn about healthy living and provides plenty of opportunities for them to be physically active.

### Outcomes for children are good

Children are motivated to learn and make good progress across all areas of learning. They acquire the skills, knowledge and attitudes to learning that prepare them well for future learning and starting school. Older children develop independence in using the toilet and know they must wash their hands afterwards. Children join in confidently with the repeated refrains in familiar stories. They know the sequence of events in the stories and develop wide and meaningful vocabulary.

## Setting details

<b>Unique reference number</b>	EY549564
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1137371
<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 - 4
<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>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2017. She lives in Staines Upon Thames, Surrey. The childminder works Monday to Friday, between 8am and 5.30pm throughout the year. The childminder has qualified teacher status for primary education.

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