

# Childminder Report

**Inspection date**

12 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

- Children form close and trusting relationships with the warm and caring childminder. She strives to ensure that all children are content and feel safe. Children settle very quickly and are happy and confident in the childminder's welcoming home.
- The childminder has a secure understanding of how children learn. She interacts very well with them to support their communication and language development, for example, playing games of I spy on the walk home from pre-school.
- The childminder regularly evaluates her practice and gains the view of parents and children as part of the process.
- The childminder observes children as they play. She assesses their achievements so that she is able to swiftly identify and address any gaps in their learning and development. This also enables her know what children need to learn next. Children make good progress.

### It is not yet outstanding because:

- The childminder does not gather all necessary information from parents when children first start, for example, information about children's achievements from previous early years settings they have attended.
- The childminder does not make the most of opportunities to reinforce children's growing understanding of healthy eating.

## What the setting needs to do to improve further

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

- enhance information gathering from parents when children first start, to more accurately tailor teaching from the very beginning
- make the most of opportunities to reinforce children's understanding of how healthy eating contributes to their ongoing good health.

### Inspection activities

- The inspector observed the quality of teaching during activities 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 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 her responsibilities for keeping children safe from harm. She is confident in recognising signs of abuse or neglect and knows whom to contact if she has a child protection concern. The childminder regularly checks her home and garden are safe for children. This enables her to minimise or remove potential risks to children. She works in close partnership with parents so that they are aware of how their children are progressing and how they can support their child's learning at home. This also helps her to effectively meet children's individual care needs. The childminder completes mandatory training and exchanges ideas with other childminders, to help build on her skills and knowledge.

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

The childminder interacts well with children at their eye level to focus and engage their attention. She supports children's critical-thinking, mathematical and physical development well. The childminder is skilled at promoting children's language skills. She introduces language during their play and encourages them to learn new words. Children enjoy looking at books, making handprints and chalking on the chalkboard. All of these experiences help to promote their early literacy development in readiness for their future learning and for school.

### Personal development, behaviour and welfare are good

The childminder is a good role model for children and treats them with kindness and respect. Children behave well and use good manners. They independently choose from the good range of activities and resources available. Children know that they must wash their hands after using the toilet or before eating, and develop good independence skills. The childminder supports children to understand risks and learn how to keep themselves safe. Children demonstrate their learning, for example, they tell the childminder when it is safe to cross the road. Children are supported to lead a healthy lifestyle. For example, the childminder provides healthy snacks and drinking water is always easily accessible.

### Outcomes for children are good

Children are enthusiastic and motivated to learn, and they make good progress. They use good hand-to-eye coordination skills, such as using a juice squeezer to make their own fresh fruit drinks. Children practise their good physical skills, for example, when using the swing, climbing the steps or bouncing on the trampoline. They recognise numbers hidden around the garden and count the number of pips they see inside the fresh fruit.

## Setting details

<b>Unique reference number</b>	EY500802
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1053744
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	4 - 6
<b>Total number of places</b>	4
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2016. She lives in Bagshot, Surrey. She provides care from 7.30am to 6pm each day of the week, except Wednesday.

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