

# Childminder Report

<b>Inspection date</b>	20 June 2018
Previous inspection date	2 June 2014

<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 provides a loving and safe environment for children. They display close bonds with her and this helps them to build on their emotional development.
- The childminder engages children well and encourages good levels of curiosity in their play and learning. They have opportunities to explore independently and choose items for their own play.
- The childminder helps children to build on their early mathematical awareness in their everyday play and learning. For instance, they count objects and explore with lots of colours as they paint.
- There are good partnerships with parents. The childminder holds daily conversations to keep them up to date with their children's progress. Parents are encouraged and valued in helping to set the next steps in children's learning. Children are progressing well.
- The childminder has good partnerships with other childminders in the area to share ideas. They regularly visit playgroups together to build on children's wider understanding of the world and in the differences and similarities in themselves and others. This helps children to build important social skills.

### It is not yet outstanding because:

- The childminder does not precisely plan for her own professional development to raise her knowledge and teaching skills to the highest possible levels.
- The childminder does not use her current systems for tracking children's learning as effectively as possible to provide a higher level of focus on children's development.

## What the setting needs to do to improve further

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

- plan more precisely for professional development opportunities to raise knowledge and teaching skills to the highest possible levels
- strengthen the systems used for the tracking of children's learning to help identify gaps in their development and plan for their next steps even more closely.

### Inspection activities

- The inspector had a tour of the areas of the home that she uses for the childminding provision. The inspector also spoke to the childminder about how she plans for her own professional development.
- The inspector sampled a range of documentation, including suitability checks, a range of policies and procedures, and children's developmental records.
- The inspector took account of parents' views and discussed with the childminder how she evaluates her provision and her current areas for improvement.
- The inspector observed the level of teaching and opportunities for children in the indoor and outdoor environments, and the impact this has on their learning and development.
- The inspector held discussions with the childminder and the children at appropriate times throughout the inspection. The inspector and the childminder also discussed how she safeguards children in her care.

### Inspector

Gwendolyn Andrews

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is confident in identifying possible signs of abuse and the procedures she would use to report any concerns for a child's welfare. The childminder understands the importance of sharing information with other settings that children attend. For instance, the childminder provides details of their progress checks to ensure that children have a consistent approach towards their future learning. The childminder uses thorough risk assessments to help minimise harm towards children in her home and while on outings in the community. The childminder reflects on her practice and monitors children's progress effectively. She has worked well to address the recommendations set in her last inspection. For instance, she helps children to learn about print in the environment as they help to read instructions for creating a playhouse together and recognise simple words.

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

The childminder creates a stimulating environment that helps to build on children's own interests and choices. For instance, she uses her discussions with children and her observations of their play to provide additional resources, such as many dressing-up clothes to build on their imaginary play. The childminder helps children to build on their developing communication and language. For example, she repeats simple words and sounds for younger children, and encourages new words with older children. The childminder places an importance of providing an equal amount of learning opportunities indoors and outdoors. This helps to support all children to learn in the way they prefer, to help them succeed.

### Personal development, behaviour and welfare are good

The childminder helps children to learn about acceptable behaviour and her expectations of them. For instance, she uses gentle rules consistently to help children to cope with their emotions and displays visual prompts on the wall as a reminder. Children show an ability to share and take turns, and in building good peer friendships. For instance, older children take great delight in pushing the younger children on the swing. The childminder is very attentive towards the needs of the children in her care. For instance, she instantly recognises when children are tired or hungry.

### Outcomes for children are good

Children make good progress, including those who receive additional funding. Children are confident and inquisitive in their play and learning. They enjoy time to explore and use their own developing skills well. For instance, they like to take time to play with toys that help them to use their problem-solving skills as they place balls in the top of a chute and wait for them to appear at the bottom. Children are gaining a wide range of new skills for the next stages in their learning.

## Setting details

<b>Unique reference number</b>	EY315996
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1068774
<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>	1 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	2 June 2014
<b>Telephone number</b>	

The childminder registered in 2005 and lives in Ashford, Middlesex. The childminder operates 47 weeks a year from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has a level 3 childcare qualification and is in receipt of funding to provide free early education for children aged two, three and four years.

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