

# Childminder report

<b>Inspection date</b>	30 October 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
Effectiveness of 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

### The provision is good

- The childminder has high expectations for herself and the children for whom she cares. She is extremely focused on their individual needs and places a high priority on the children feeling safe, secure and happy.
- The childminder is a positive role model. She successfully promotes children's enthusiasm for learning, through her involvement in their play.
- The childminder knows how children learn and develop. She uses this knowledge to provide a welcoming and stimulating environment. Children help themselves to the many toys and resources on offer that support all areas of their learning. Children make good progress in relation to their starting points.
- The childminder supplements her home provision with many exciting visits and outings. For example, children visit the local soft play and learn how to climb, roll and slide, taking risks in a safe environment and developing their physical skills.
- The childminder's self-evaluation is accurate and very reflective about her provision. She is committed to make improvements that have a positive impact on children's outcomes.

### It is not yet outstanding because:

- The childminder provides a good range of opportunities for children but does not routinely make the best use of these experiences to encourage children's creative thinking skills as fully as possible.
- The childminder has not developed fully effective partnerships with parents to support her to provide the best continuity of care.

## What the setting needs to do to improve further

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

- make the most of existing opportunities for children to process their thoughts and extend their ideas further
- strengthen partnerships with parents and support them more effectively to share what they know about their child in order to improve continuity of care and extend learning opportunities.

### Inspection activities

- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability of the childminder, looked at a selection of children's records and read safeguarding procedures and policies.
- The inspector took into account the views of parents provided in writing on the day of the inspection.
- The inspector observed the quality of teaching, and she and the childminder jointly evaluated the effectiveness of the childminders interactions with children.
- The inspector had a tour of the parts of the childminder's home that children use.

### Inspector

Amanda Harrison

## Inspection findings

### Effectiveness of leadership and management is good

The childminder is a good role model for the children and she expects good behaviour at all times. As a result, the children have lovely manners and are very well behaved. They interact well with each other, share and are kind. The childminder has a secure understanding of how to keep children safe and she has a clear procedure to follow should she have any concerns about a child's welfare. She is fully aware of her local authority's safeguarding procedures and any changes in legislation. Safeguarding is effective. The childminder liaises with other early years professionals to obtain ideas and support for her provision. She is currently researching further training and ideas to help develop her practice further. Parents are extremely complimentary about the care their children receive.

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

The childminder provides a broad and balanced range of activities that suits the age and stage of development of children attending. For example, children have opportunities to develop mathematical vocabulary as they stack a variety of cups and hoops. The childminder provides a running commentary when playing alongside younger children and listens attentively to toddlers, who copy what she says. The childminder observes children as they play. She makes accurate assessments about what they know and can do. The childminder uses this information well to plan activities based on children's next steps in learning. The childminder follows children's interests and she understands how children learn through play. For instance, one child is fascinated by dinosaurs and sand, so the childminder created a Jurassic world in the sand for him to play with. The childminder supports early literacy skills well. For example, children show a keen interest in the many books on offer and join in with familiar stories when reading with the childminder.

### Personal development, behaviour and welfare are good

The childminder is caring and attentive to children's needs. She knows exactly when they are tired and offers comfort and support to help them go to sleep. Children feel safe to explore their environment actively and freely. They take, and manage, risks in relation to their age and ability. This supports their growing independence. For example, children know how to keep safe when crossing a road, looking for dangers and waiting for the green man before they cross. Children display good listening skills; they follow the childminder's instructions and tidy away their toys swiftly. They follow good hygiene routines and are able to manage their personal hygiene needs effectively. Children are happy and content.

### Outcomes for children are good

All children are well prepared for their future learning, including their eventual move on to school. Children enjoy sharing books and listening to nursery rhymes and songs. They feel safe, happy and secure in their environment. Children make good progress for their age and the childminder effectively supports those that have special educational needs and/or disabilities.

## Setting details

<b>Unique reference number</b>	EY497217
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10057196
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	Not applicable

The childminder registered in August 2016. She lives in Guildford. The childminder offers care Monday to Friday during school hours, throughout the year. She has a recognised childcare qualification at level 2.

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