

# Childminder report

<b>Inspection date</b>	23 January 2019
Previous inspection date	4 February 2016

<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 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 reflects regularly on her practice, and evaluates her setting well. She reviews activities with children and parents, and seeks their opinion on how she can improve. For example, she substituted sand for play dough, following a child's suggestion.
- Children have good relationships with the childminder. She is kind and nurturing and aware of their individual needs. Children settle quickly into her care in the warm and welcoming environment.
- The childminder plans effective activities to support children's interests and build on what they can do. She provides a good range of resources to support and engage them. For example, children play with cereal and use it to fill and empty containers, extending their awareness of volumes and measurements.
- Children are motivated to learn and develop good independence and confidence. The childminder prepares them well for their move to school.
- The childminder does not work consistently with other settings that children attend in order to develop a more shared approach in developing children's next steps in learning.
- The childminder protects children well in her home and on outings, but does not take all opportunities to help them consider how to keep themselves and others safe.

## What the setting needs to do to improve further

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

- enhance the partnerships with other settings that children attend in order to promote continuity and information sharing and develop mutually agreed next steps for children
- provide more opportunities to develop children's awareness of risk in order to extend their understanding of keeping themselves and others safe.

### Inspection activities

- The inspector viewed the premises used for childminding.
- The inspector observed the childminder interacting with the children.
- The inspector took into account the written views of parents.
- The inspector sampled documentation, including planning, children's development records, policies and procedures.
- The inspector spoke with the childminder at convenient times during the inspection.

**Inspector**  
Susan Allen

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of child protection and knows what to do if she has concerns about a child's welfare or development. The childminder monitors children's progress well and supports them to make good progress. The childminder keeps up to date with new legislation and guidelines effectively. She attends training to develop her teaching and practice. For example, she now has a better understanding of how boys learn and provides enjoyable activities to motivate them, such as mark making with sticks in mud. Since the last inspection, the childminder has extended children's early understanding of shape and size, to develop their mathematical skills. She has also created more opportunities to gather information about children's current progress and abilities, to accurately track their progress right from the start.

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

Children have lots of opportunities to develop their awareness of early mathematics. For instance, the childminder introduces shapes, such as a square, and explains how a three-dimensional shape is called a cube. The childminder adapts activities for children of different abilities well. She uses rhyming language, such as 'salute' and 'toot', to interest older children and names colours to the younger children. She engages children successfully using expressive tones and exaggerated expressions. Children develop good communication and language skills. The childminder extends learning well. For instance, children learn how a chequered flag signals the end of a race.

### Personal development, behaviour and welfare are good

Children develop a good awareness of living healthy lifestyles. For example, they receive healthy snacks and meals. They learn how too much food can give you a 'tummy ache' and learn good hygiene practices. For instance, they know how to clean their teeth to prevent tooth decay. Children form positive relationships with the childminder and feel safe and secure in her care. They have regular opportunities to mix with others; for example, they go on outings with the childminder to local toddler groups and visit soft-play areas, parks, woods and the library. Children learn to play cooperatively around others and their behaviour is good.

### Outcomes for children are good

Children make good progress from their starting points. They learn about differences between themselves and others, and the wider world. For instance, children take part in activities to learn about different festivals and others' beliefs, and visit local areas of interest, such as a synagogue. Children develop good physical skills, for example, when they play outside on large equipment. They gain the skills to support their future learning.

## Setting details

<b>Unique reference number</b>	EY420102
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10074666
<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 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	4 February 2016

The childminder registered in 2010. She lives in Addlestone, Surrey. The provision operates Monday and Tuesday, from 8am to 5pm, term time only. The childminder holds a relevant childcare qualification at level 3.

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