

# Childminder report

<b>Inspection date</b>	29 January 2019
Previous inspection date	24 November 2015

<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 is committed to her ongoing professional development. She makes good use of networking opportunities with other professionals and completes online training to keep her knowledge and teaching skills up to date.
- Children behave well. The childminder provides regular praise and recognises children's efforts and achievements. This helps to raise their confidence and self-esteem.
- Partnerships with parents are good. The childminder uses effective communication to share information in order to promote children's learning at home and in her setting.
- The childminder is skilled in helping children to gain good communication and language skills. She talks clearly to the children, models good conversational skills and repeats familiar words and phrases in response to their interactions.
- Children make good progress from their starting points. The childminder works effectively with other settings to help ensure continuity in children's care and learning.
- Assessments are not focused as sharply as possible to enable the childminder to plan more precisely for children's most relevant next steps in learning, to help them make the best possible progress
- The childminder does not organise opportunities for children to develop their literacy skills as well as possible. For example, during the inspection, children who wanted to write were unable to use the chalks set out because they were too small for them to hold.

## What the setting needs to do to improve further

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

- strengthen the use of assessments to plan more precisely for children's learning and to help them to achieve at the highest levels
- monitor writing resources to check they are well maintained and ready for children to use.

### Inspection activities

- The inspector sampled written feedback from parents about the childminder's service and discussed with the childminder how she evaluates her provision.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children, and how she monitors their learning and development.
- The inspector viewed a sample of documentation, including safeguarding policies and procedures, and children's records.
- The inspector observed the interactions between the childminder and children and considered the impact on their learning.

**Inspector**  
Ingrid Howell

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder completes regular training and maintains her policies and procedures to ensure she keeps the children safe. She is alert to the possible indicators of abuse and knows what to do if she has any concerns about a child's welfare. She successfully helps children to understand how to keep themselves safe, for example when crossing roads and when using scissors during creative activities. The childminder regularly reflects on her practice and gains the views of parents to help maintain good standards and continuously promote positive outcomes for children.

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

Children benefit from lots of individual attention and the childminder interacts well with them. She gives them time and opportunity to explore ways to do things, solve problems and develop resilience as they play. For example, when children find some activities challenging, the childminder reassures them that if they keep trying, they will succeed. She successfully encourages children's developing literacy skills. For example, children enjoy songs and rhymes, and share interesting books and stories with the childminder to help develop their early interest in reading. Children enjoy the time they spend outdoors, where they learn to negotiate equipment, use climbing apparatus and develop a greater awareness of the wider world. For example, during the summer months children grow fruit and vegetables in the childminder's garden and use these in cooking activities, to help them understand where their food comes from.

### Personal development, behaviour and welfare are good

The childminder is kind and caring and meets the children's emotional needs well. She develops positive relationships with them from the outset and gains information from parents about children's care needs when they first start. Children settle quickly into the childminder's care. They show high levels of emotional well-being and respond well to the childminder's positive interactions. They demonstrate friendly behaviour and are outgoing towards unfamiliar people. For example, when a delivery arrives from the supermarket, children eagerly greet the delivery driver and say good morning.

### Outcomes for children are good

Children develop the skills they will need for their future learning, including school. They understand the rules and boundaries, and interact positively with other children. They complete tasks independently, such as dressing for outdoor play and meeting their personal care routines. Children demonstrate a good understanding of the importance of leading a healthy lifestyle, such as making healthy food choices and following robust hygiene practices. They use numbers in their everyday play and are beginning to develop an interest in writing, such as putting their own names on their artwork.

## Setting details

<b>Unique reference number</b>	EY414821
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10060908
<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>	2 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	24 November 2015

The childminder registered in 2010 and lives in Staines, Surrey. She operates Monday to Friday, from 7.30am to 6pm, for the majority of the year.

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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