

# Childminder report

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 1 February 2019 |
| Previous inspection date | 3 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**

- Children are content and settled within the childminder's care. The childminder gathers information from parents about their prior care, which helps her to meet their individual needs successfully.
- The childminder promotes children's development well. She monitors their achievements consistently. This helps to ensure that they are learning and identifies any emerging gaps. All children make good progress from their starting points.
- The childminder is skilled in helping children to gain communication and language skills. For example, she encourages them to hold a conversation, questions them why things happen, and gives them an explanation when they do not know.
- Partnerships with parents are good. The childminder works closely with them and there are effective arrangements to share details about children's learning. This shared approach promotes continuity between their home and the childminder's setting.
- Behaviour is good. The childminder sets clear boundaries for behaviour. Children show high levels of self-confidence and have a good understanding of what is right and wrong.
- At times, the childminder does not make the best possible use of children's interests to help extend their learning further. For example, she misses opportunities to help them to understand how to create rhythms during musical activities.
- The childminder does not consistently build effective links with other settings that children also attend to enable her to share information about learning and development.

## What the setting needs to do to improve further

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

- improve the good teaching further by responding to individual children's interests, and challenge their learning to the highest level
- strengthen links with other settings to help fully support children's learning and share information about their achievements, interests and needs.

### Inspection activities

- The inspector sampled written feedback from parents about the childminder's service and discussed with the childminder how she evaluates her provision to bring about improvements.
- The inspector viewed relevant documentation, including evidence of paediatric first-aid training and public liability insurance.
- 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 completed an evaluation of an activity with the childminder.
- The inspector observed the interactions between the childminder and children and considered the impact on children's learning.

### Inspector

Ingrid Howell

## Inspection findings

### Effectiveness of leadership and management is good

The childminder reflects on her own practice, considering the views of those who use her service. Regular discussions between the parents and the childminder help her to make continuous improvements in raising outcomes for children. She maintains her knowledge and development. For instance, she reads professional magazines and makes good use of networking opportunities with other childminders. This helps to sharpen her teaching skills. The arrangements for safeguarding are effective. The childminder is knowledgeable about safeguarding legislation and knows what to do if she has a concern about a child's welfare.

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

The childminder uses effective teaching strategies to help children to learn. For example, she shows them how to do things and then encourages them to try for themselves. Young children demonstrate a good understanding of counting and using numbers, and the childminder supports this aspect of their learning effectively. For instance, they count pasta shapes as they add these to a plastic bottle to make musical instruments. Children confidently count to eight independently, and beyond with help from the childminder. During adult-led activities, the childminder interacts well with them and provides suitably challenging experiences to help them to concentrate and persevere. For example, young children learn how to use scissors correctly to make snips and cut paper.

### Personal development, behaviour and welfare are good

Children enjoy lots of individual attention which helps them to feel safe, secure and build positive relationships with the childminder. The childminder places a strong focus on their well-being. Children enjoy healthy snacks and meals and benefit from regular fresh air and exercise in the childminder's garden and local parks. She encourages children to be independent, for example tidying the toys and meeting their personal care needs. The childminder acts as a positive role model for children and provides them with praise to boost their confidence in their own abilities. She consistently models the use of good manners. As a result, children readily use 'please' and 'thank you' in their requests.

### Outcomes for children are good

Children are happy and confident under the childminder's care. They develop the skills that they will need for their future learning, including pre-school and school. They are resilient and confident individuals who are motivated to explore and learn. They demonstrate good communication and language skills as they engage in conversations with visitors and the childminder. Young children show enjoyment in listening to stories and confidently join in, predicting what will happen next and identifying the characters in the pictures.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY378689  |
| <b>Local authority</b>             | Surrey  |
| <b>Inspection number</b>           | 10074148  |
| <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 - 3   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 2   |
| <b>Date of previous inspection</b> | 3 February 2016   |

The childminder registered in 2008. She lives in Camberley, Surrey. The childminder works Monday to Friday between 7.30am and 5.30pm, for most of the year.

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