

# Childminder report

<b>Inspection date</b>	5 February 2019
Previous inspection date	28 January 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

- Effective settling-in procedures allow the childminder to meet children's individual needs from the start. Children are happy and secure and show good levels of emotional well-being.
- The childminder supports children's communication skills well. She talks clearly to the children, introduces new words and repeats familiar words and phrases to help to increase their vocabulary.
- Children have opportunities to learn about the similarities and differences between themselves and others. They visit local amenities, to help extend their knowledge and understanding of the diverse lives, cultures and backgrounds of people in their wider world. They learn to respect and value others.
- Children make good progress from their starting points. Effective monitoring of children's development enables the childminder to quickly identify emerging gaps and precisely target their learning needs.
- The childminder works closely with external agencies to provide support when children need extra help, to ensure any gaps in children's learning are closing.
- The childminder has not explored a variety of ways to regularly seek the views of parents, to help her to continuously improve her practice.
- At times, the childminder overlooks opportunities to encourage children to record their thoughts and ideas during play, to support their literacy development even further.

## What the setting needs to do to improve further

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

- review and extend ways to build on children's emerging literacy skills and provide them with more opportunities to record their thoughts and ideas as they play
- explore ways to regularly involve all parents in the self-evaluation of the provision.

### Inspection activities

- The inspector sampled written feedback from parents about the childminder's service and took their views into consideration.
- 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 relevant documentation, including evidence of paediatric first-aid training and public liability insurance.
- The inspector observed the interactions between the childminder and children and considered the impact on their learning.
- The inspector discussed with the childminder how she supervises her assistant.

### Inspector

Ingrid Howell

## Inspection findings

### Effectiveness of leadership and management is good

Overall, the childminder works well in partnerships with parents, sharing information about children's development and activities, so that parents feel involved in the children's learning. The arrangements for safeguarding are effective. The childminder and her assistant have completed relevant training to help them to identify the possible indicators that a child may be at risk of harm. They are aware of the action to follow if they have any concerns. The childminder completes regular online research, reads professional magazines and has good links with other professionals to help keep her knowledge up to date. She supports her assistant well and provides a model of good practice to help develop her teaching skills.

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

The childminder assesses and plans for children's learning effectively. She provides experiences that motivate children to learn. She uses children's interest in role play to help them to count and use numbers. For example, she asks children to count how many small-world people they have and how many they will have if they add one more. Children demonstrate a good understanding of simple addition. Young children enjoy exploring a sensory basket and show an interest in natural objects, including wooden eggs and seashells. The childminder uses these opportunities to encourage children to touch them and listen to the sounds of the seashells as she holds them against their ear. Older children show good levels of imagination as they confidently read stories to soft toys and become engrossed in activities based on their own experiences. For example, they pretended to hang baubles on a Christmas tree and sang songs as they did this.

### Personal development, behaviour and welfare are good

The childminder promotes children's understanding of how to lead a healthy lifestyle effectively. For example, she encourages them to make healthy food choices and follow robust hygiene practices, including frequent handwashing and cleaning their teeth after meals. Daily visits to local parks enable children to participate in regular exercise and benefit from fresh air. Children form good attachments to the childminder. She knows the children well and is attentive to their individual needs. She promotes good behaviour through positive reinforcement. Children receive regular praise for good behaviour and the childminder explains why some behaviours are not acceptable. For example, she explains that some rules, including not throwing toys, are important as they prevent children from harming themselves or others.

### Outcomes for children are good

Children gain the skills they need for their future learning, including pre-school and school. They enjoy the activities, play well alongside each other and are confident and interact well with children of a similar age. For example, they enjoy participating in role play based on their own experiences and act out different characters. Toddlers show pleasure, for example when they dance and jump up and down, and are inquisitive when exploring electronic toys.

## Setting details

<b>Unique reference number</b>	121006
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10066257
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	28 January 2016

The childminder registered in 1997. She lives in Staines, Middlesex. The childminder operates Monday to Friday, between 7.30am and 6.30pm. The childminder receives funding to provide free early education for children aged three and four years.

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