

# Childminder report

<b>Inspection date</b>	27 February 2019
Previous inspection date	9 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**

- Children benefit from lots of individual attention. They develop secure relationships with the childminder and feel safe and secure in her care.
- The childminder reviews her practice and provision effectively, and she seeks the views of parents and children. She observes children to help her plan activities linked to their interests. This encourages children to sustain their interest as they play.
- The childminder demonstrates a good understanding of how children learn and develop. She uses observations of children as they play in order to establish what they can already do and identify any gaps in their progress.
- Children develop skills that prepare them well for their future learning, including pre-school and school. For example, they confidently choose what they want to do and display good levels of self-confidence and well-being.
- The childminder does not always give children time to complete their activities before moving on to the next one. As a result, children do not always benefit from a full and positive learning experience.
- Although children are making good progress, the childminder does not track children's overall learning precisely enough to help her to plan for their specific next steps across all areas of development.
- The childminder has not explored a variety of ways to enhance her professional knowledge and skills, to enable her to develop the practice even further.

## What the setting needs to do to improve further

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

- ensure children have enough time to complete activities or finish games
- strengthen the assessments and monitoring of children's progress in order to help plan for the next steps in their learning
- continue to explore ways to develop ongoing professional knowledge and skills.

### Inspection activities

- The inspector observed the interactions between the childminder and children, and considered the impact on children's learning.
- 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 reviewed children's development records, a selection of the childminder's policies, children's records and evidence of suitability.
- The inspector viewed the areas of the home used by children.

#### Inspector

Ingrid Howell

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of how to keep children safe. She has completed online training and receives regular updates from the local authority to help keep her understanding of safeguarding matters up to date. She knows what to do if she has a concern about the welfare of a child. Partnerships with parents are good. The childminder exchanges information with them daily about their children's experiences and the progress that they make. These positive communications help support continuity between the children's homes and the setting. The childminder has good partnerships with other settings that children attend. They work closely together to offer support, and share information about children's progress, care and learning.

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

Children have fun as they learn and are eager to participate in activities. The childminder uses effective teaching methods, such as demonstrating in order to help children acquire new skills. For example, she shows children how to press the buttons on electronic toys to make them spin around, and praises them when they succeed. She fosters children's communication well. For instance, she talks clearly to children and introduces new words, such as 'squeeze', to help increase their vocabulary. Children respond positively and repeat 'squeeze' as they squash a piece of dough between their fingers. Young children enjoy sharing books and stories with the childminder. She uses these interactions to help develop children's understanding, such as asking them if they can find animals hiding in the books.

### Personal development, behaviour and welfare are good

The childminder is conscientious about keeping children safe. She uses risk assessments well to regularly check the environment to monitor and reduce potential risks to children. She successfully helps children to understand how to keep themselves safe. For instance, she explains to them that when they go to the river to feed the ducks, they must not go too close to the water's edge. Children receive good support to help them to lead a healthy lifestyle. They enjoy nutritious foods, and benefit from plenty of fresh air and exercise outdoors. The childminder supports them well to learn about the differences and similarities between themselves and others. Children are polite, behave well and learn to respect and value other people.

### Outcomes for children are good

All children make good progress in their learning from their starting points. They are eager to participate and follow instructions. Young children complete simple tasks, including tidying toys after play. They show good levels of imagination, such as when they make tea and care for the dolls during role-play activities. They have a positive approach to learning and show a strong willingness to explore and try new things.

## Setting details

<b>Unique reference number</b>	EY414075
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10066215
<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 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	9 November 2015

The childminder registered in 2010. She lives in Shepperton, Middlesex. The childminder operates Monday to Friday, from 7.30am to 6.30pm, for the majority of the year.

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