

# Childminder report

<b>Inspection date</b>	28 March 2019
Previous inspection date	8 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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 very happy and settled in the childminder's care. They show good levels of confidence, demonstrating that they feel safe and secure. Children benefit from plenty of attention, reassurance and praise, supporting their emotional well-being successfully.
- The enthusiastic childminder knows the children very well. Children eagerly involve themselves in activities based on their individual interests.
- The childminder reflects on her own practice and values the views of parents and children. Parents' written comments demonstrate that they are appreciative of the care and education their children receive.
- The childminder observes and monitors children's learning successfully. She uses this information to identify how she can support them next. It also helps her to swiftly remedy any gaps in a child's learning and development.
- The childminder helps children to learn effectively about numbers, counting, shapes and colours. This becomes apparent when children proudly say the colour of the pencil they are using and that it is a 'round' shape.
- Occasionally, the childminder does not use questioning to help children think of their own solutions and ideas.
- The childminder has not considered how she can help older children to fully understand how to keep themselves and others safe. For instance, through encouraging them to tidy away resources when they have finished playing, so that they learn how to help keep their play environment safe.

## What the setting needs to do to improve further

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

- use all opportunities to ask questions that enable children to think and find their own solutions in their play
- continue to help children to learn about how to keep themselves and others safe.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector took account of the views of parents through reading the written feedback provided.
- The inspector held a number of discussions with the childminder. She looked at a selection of relevant documentation.
- The inspector spoke to children during the inspection.
- The inspector and the childminder jointly observed and evaluated the effectiveness of an activity together.

**Inspector**  
Hazel Farrant

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder follows good procedures for keeping children safe. She knows what to look out for and what to do should she have a concern about a child's welfare. She supervises children diligently and carries out daily checks of her premises. The childminder demonstrates a strong commitment to making continuous improvements. For example, she attends training, reads childcare articles and shares knowledge with other childminding colleagues. The childminder makes secure links with other early years provisions children attend. For instance, she speaks with key persons regularly and shares information about the child's progress. The childminder works closely with parents so that they are able to help continue their child's learning at home. This all successfully promotes children's continuity of care, learning and development.

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

The childminder skilfully plans activities to meet children's different levels of learning. For example, during a musical activity, older children confidently use the musical keyboard while younger children learn how to shake maracas and beat a rhythm on a drum. The childminder consistently engages and interacts with children. They seek her out to share their play and she is responsive to their needs. Children's communication and language skills are promoted effectively. For example, the childminder models clear language and supports children sensitively with pronunciation and in extending their vocabulary. As a result, children communicate with ease, understand instructions and demonstrate good vocabulary.

### Personal development, behaviour and welfare are good

Settling-in arrangements are effective and familiar routines help children to feel secure. The childminder is kind, courteous and models respectful behaviour. Children enjoy a wide range of outings. This contributes to children learning about other people and gives them opportunities to make new friends. Children play outdoors in the fresh air each day, enjoy healthy snacks and consistently follow good hygiene routines. This helps to promote their good health.

### Outcomes for children are good

Children make good progress and learn skills in readiness for their eventual move on to school. They are motivated to learn and demonstrate a good imagination, such as when they make a lunch box out of construction resources. Children are developing good social skills and they are kind and caring towards one another. This is illustrated when they share resources and fetch one another's water cups.

## Setting details

<b>Unique reference number</b>	EY350106
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10073882
<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 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	8 April 2016

The childminder registered in 2007 and lives in Ash Vale, Surrey. She operates from Monday to Friday all year round. The childminder holds a childcare qualification at level 3.

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