

# Childminder report

<b>Inspection date</b>	30 April 2019
Previous inspection date	15 July 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

- The childminder's home is well organised and welcoming. Children benefit from a well-planned play area. For example, they can make choices from the good variety of resources and play materials.
- The childminder monitors children's progress and identifies any gaps in learning. She puts plans in place to help ensure all children make good progress.
- The childminder encourages the development of young children's communication and language skills effectively. For example, she repeats back words for younger children and begins to sound out words for older children.
- Children learn about personal hygiene well. For example, they put a hand over their mouth when coughing and know to wash their hands before food and after toileting.
- The childminder prepares children well for school. Children manage small tasks on their own, such as putting their shoes on, and are learning to be independent.
- Children enjoy healthy foods. They choose their own snacks and often sample different fruits, such as a mango, and begin to understand the positive effect food has on the body.
- The childminder does not consistently work with other settings that children attend in order to support a shared approach to building on their learning and development from the start.
- The childminder does not always make the best use of professional development opportunities to strengthen her knowledge and 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:

- consider ways to build on partnerships with other settings that children attend, in order to use a shared approach to build on children's learning
- build on ways to strengthen the childminder's professional development and practice to outstanding levels.

### Inspection activities

- The inspector viewed the premises used for childminding.
- The inspector observed the childminder interacting with the children.
- The inspector took into account the written views of parents.
- The inspector sampled documentation, including planning, children's development records, policies and procedures.
- The inspector spoke with the childminder at convenient times during the inspection.

**Inspector**  
Susan Allen

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder knows what to do and who to contact if she has a concern about a child's welfare. The childminder reflects on her practice effectively. She seeks the views of parents and children, and works well with them to help identify areas to improve. The childminder has a good partnership with parents and shares activities, which helps to provide consistency in children's care, learning and development. For example, she has shared strategies to help with some children's communication and language development. Comments from parents show they are very happy with the service the childminder provides. They value the homely, caring and stimulating environment and are delighted with their children's progress. Since the last inspection, the childminder has extended opportunities for children to use mathematical skills and language as they play. She now also gathers more-precise information on children's abilities when they first start, to track their progress immediately.

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

The childminder extends vocabulary well. This is evident when she explains that a crane on a fire engine is used to raise a fire officer up to put out fires using a hose. Children learn about the wider world effectively. They learn the different noises animals make and enjoy reading an electronic book with buttons and sounds. Children begin to understand technology and how some things work for a purpose. The childminder explains the difference between a sailing boat and a motor boat which has an engine. She extends learning for older children well. The childminder teaches early mathematics well. For instance, younger children learn to count while older children begin to recognise numbers and quantities.

### Personal development, behaviour and welfare are good

The childminder acts as a good role model and has a calm approach, and offers children clear guidance and positive praise. Children have strong attachments to both the childminder and each other. For example, children cuddle each other while waiting patiently for their turn on the push-along car. The childminder teaches children how to brush and care for their teeth to keep them clean and healthy. She teaches children about pets and how to care for them. They know to brush and stroke pets gently and learn how to feed small animals, such as rabbits, and know what they eat. Children have a good understanding of how to care for other living things. The childminder teaches children about disabilities effectively. For instance, they learn how a dog can help people with hearing problems. Children learn about disabilities in an interesting way.

### Outcomes for children are good

All children make good progress based on their starting points. They learn a variety of useful skills that prepare them effectively for the next stage of learning and for school. They begin to recognise familiar letters and remember the sounds they represent. Children enjoy a wide variety of enjoyable activities. For example, they play picture dominoes and share well. Children have lots of opportunities to practise their physical and social skills, such as through a weekly swim class and visits to the farm and woods, the library and the gym club.

## Setting details

<b>Unique reference number</b>	EY470992
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10075606
<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 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	15 July 2016

The childminder registered in 2014. She lives in Walton-on-Thames, Surrey. The provision operates Monday to Thursday from 7.30am to 5pm, during term time only.

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