

# Childminder report

<b>Inspection date</b>	1 May 2019
Previous inspection date	21 March 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

- The childminder has a variety of resources for children to explore and role-play equipment to stimulate their imagination. For instance, children use cars to make tracks in shaving foam.
- Children develop strong attachments both to the childminder and each other. Older children are kind and caring to younger children and are beginning to understand the needs of others.
- The childminder teaches children simple good practices that help keep them healthy and safe. For example, they know they need to wash their hands before food or after toileting and know germs may be on their hands unseen.
- The childminder has good partnerships with parents. She works well with them to share activities that help to extend children's learning at home.
- The childminder prepares the children well for school. For example, she teaches them to be independent and manage small tasks on their own.
- The childminder encourages children's mathematical development effectively. For example, she teaches older children to count, and younger children learn to identify and name colours.
- The childminder has not yet fully developed her monitoring process to precisely identify children's achievements and raise their learning experiences to a higher level.
- Occasionally, the childminder misses opportunities to extend children's emerging pre-writing skills.

## What the setting needs to do to improve further

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

- extend further the monitoring system to help identify where children's learning experiences can be improved to an even higher level to help them make the best possible progress
- make the most of all opportunities to extend on children's emerging pre-writing skills.

### 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

The childminder continually develops and improves her knowledge and teaching skills. For example, after attending training, she is now better able to support children with speech and language delay, such as by speaking slowly and repeating back words. Safeguarding is effective. The childminder knows what to do and who to contact if she has a concern about a child's welfare. Since the last inspection, the childminder has strengthened opportunities to build on and challenge children in their acquisition of knowledge about numbers and quantities. She has also extended her professional knowledge to enhance the provision further. Parents' comments show they are happy with the care the childminder provides. They value her friendly and approachable manner and are pleased that the children have flourished in her care.

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

The childminder teaches children about the wider world effectively. For example, children learn that a caterpillar turns into a butterfly and how some dinosaurs ate meat and some ate leaves. Children begin to learn about the size of things and how cows are big but chickens are small. They learn a baby pig is called a piglet and a baby duck is called a duckling. Children learn how baby birds are hatched from eggs, and are fluffy when born and need to be fed by the parent birds from their beaks. The childminder extends learning well. For instance, she explains how a helicopter is called an air ambulance and is used to help people who have had an accident, and that someone who flies a helicopter is called a pilot.

### Personal development, behaviour and welfare are good

The childminder has a calm approach and offers children gentle guidance and praise. She acts as a good role model to help children learn to value one another and treat each other with respect. Children behave well, learning to share and take turns. The childminder's home is well organised and welcoming. Children benefit from a well-planned playroom. For example, they can make choices from the good variety of resources and play materials. They move around safely and grow in confidence and independence. The childminder teaches children to be aware of their own safety. They learn to tidy away toys and understand discarded toys may be a trip hazard. The childminder teaches children about diversity and disability. For example, she explains that someone who uses crutches or a wheelchair may not be able to walk properly and need help. Children enjoy choosing some fruit at snack time as part of a healthy lifestyle.

### Outcomes for children are good

Children enjoy various interesting and enjoyable activities. For example, they explore shaving foam and mix in food colouring and examine the results. Children have lots of opportunities to practise their physical and social skills, such as through visits to the park, soft-play areas and playgroups, and they also meet up with other childminders. Children learn about the importance of technology effectively, such as when using toys with buttons, and begin to understand how things work. Children make good progress from their starting points.

## Setting details

<b>Unique reference number</b>	EY407176
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10074438
<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 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	21 March 2016

The childminder registered in 2010. She lives in Walton-on-Thames, Surrey. The childminder operates Monday to Thursday, from 7.30am to 5.30pm, for most of the year.

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