

# Childminder Report

## Inspection date

23 February 2018

Previous inspection date

3 July 2014

<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 the 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 provides children with many opportunities to learn about the differences and similarities between themselves and others. One way she does this is by displaying photographs of children's families. Children look at these with interest and talk about people who are special to them and what they do at home.
- The childminder and her assistant have a good understanding of how children develop. They use observations of children as they play to identify what they can already do and plan activities to support their ongoing learning and good progress.
- Children are developing good mathematical skills according to their age. For example, they show an interest in the sequence of numbers on a tape measure. The childminder's assistant helps them to understand the concept of height as she measures children and they compare shorter and taller.
- The childminder uses music as a teaching aid very well. She compiles play lists containing different styles of music. Children sit quietly to listen to calm songs, dance enthusiastically to action rhymes and show their developing counting and literacy skills through number and alphabet songs.

### It is not yet outstanding because:

- The childminder does not use professional development opportunities as well as she could, to help raise the quality of teaching even further.
- The childminder does not always gain information from parents on how children are learning and developing at home.

## What the setting needs to do to improve further

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

- explore a broad range of ways to enhance professional development to help raise the quality of teaching even further
- provide parents with more ways to share information about how children are learning and developing at home.

### Inspection activities

- The inspector observed the childminder and her assistant interacting with children and discussed the learning that was taking place with them.
- The inspector viewed the areas of the premises used for childminding.
- The inspector looked at children's development and assessment records. Evidence of the suitability of household members and assistants and a range of other documents, including the safeguarding policy, were also seen.
- The inspector spoke to and interacted with children at appropriate times during the inspection.
- The inspector took into account the written views of parents and the childminder's reflections on her practice.

### Inspector

Jill Hardaker

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant know how to swiftly meet children's needs in the event of a child protection concern. They have a good understanding of how to keep children safe, such as by implementing effective risk assessments for the numerous outings they take children on. The childminder and her assistant have weekly discussions to reflect on their practice. For example, they consider how effective the previous week's activities were in supporting children learning. The childminder also actively seeks feedback on her practice from parents and children and considers ways she can implement their ideas.

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

The childminder gathers detailed information from parents when children begin to attend. This assists her to promptly assess children's initial levels of development and to plan precisely for what children need to learn next. The childminder is skilled at planning activities which engage each child in learning. For example, children show great excitement as she brings out a discovery box. Older children enjoy exploring how magnets attract to metal and repel to other materials. The childminder's assistant uses effective questioning to enable children to work out how materials are different. Younger children explore how they can make objects light up and enjoy the feel of soft fabrics on their cheeks.

### Personal development, behaviour and welfare are good

The childminder effectively encourages children to lead a healthy lifestyle. For example, she provides nutritious meals and snacks and children have plenty of opportunities for fresh air and exercise. Children enjoy kicking and throwing balls in the garden and using swings. The childminder and her assistant help children to learn about the world. For example, they look at how bubbles change colour when the sun shines on them and how the bubbles blow away much quicker in strong wind. The childminder provides clear structure and routines for children. She sets boundaries to promote positive behaviour and expects children to be kind to others. Parents speak positively about the childminder and her assistant. They feel their children are secure, happy and are developing good communication and social skills.

### Outcomes for children are good

Children are making good progress and are well prepared for their next stage of learning and eventual move to school. They engage well in their chosen play and with activities the childminder has planned for them. Children's literacy skills are strong. The childminder regularly takes children to the library to choose books. She encourages them to choose a book to take home to share with their parents. Children use chalkboards outside to make marks and they develop early writing skills. They show a great interest in different scientific concepts, such as magnetism, and how light from a torch is brighter in a dark tent than it is in a bright room.

## Setting details

<b>Unique reference number</b>	116064
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1070156
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	3 July 2014
<b>Telephone number</b>	

The childminder registered in 1997 and lives in Staines. She works with an assistant. The childminder holds a childcare qualification at level 3. She operates from Monday to Friday from 7.30am until 6pm except for bank holidays and family holidays.

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