

# Childminder Report

**Inspection date**

25 January 2016

Previous inspection date

11 November 2011

<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

- Children enjoy learning as they play. The childminder organises a range of well-planned activities to help motivate and interest the children. They are developing good skills for their future learning.
- Children are very confident and independent. They share resources well, and value and respect each other very well. Children's behaviour is good.
- The childminder provides many opportunities that contribute to children's good health. For example, children play outside daily and benefit from a very healthy diet.
- Partnerships with other professionals are good. For example, the childminder shares information with other early years settings children attend, helping to support continuity in their care and learning.
- The childminder regularly evaluates her practice. She obtains the views of parents and children, using the information to help her drive continuous improvements to benefit children.

### It is not yet outstanding because:

- The childminder does not use the assessments of children's progress to monitor their progress precisely or use them to help children make the very best possible progress.
- The childminder sometimes misses opportunities to extend children's understanding of good hygiene practice.

## What the setting needs to do to improve further

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

- use children's assessments to monitor their progress more precisely to help children to make even better progress
- help children to understand why personal hygiene practices are important.

### Inspection activities

- The inspector viewed the toys and resources available for the children and observed the quality of teaching.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the written views and feedback of parents.
- The inspector looked at children's records and a range of documentation, including policies, procedures and suitability checks.

### Inspector

Marvet Gayle

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has attended safeguarding training and has kept up to date with current guidance. She knows the procedures to follow if she has any concerns for children to protect their welfare. The childminder has met the recommendations made at her last inspection and has a very positive attitude to improving. For example, she shares children's progress records with parents and gives them regular opportunities to add their comments. She actively works with professionals from the local authority and local childminders, which has helped to develop her knowledge and practice to provide children with good learning experiences.

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

The childminder knows the children well. She observes children and plans exciting experiences that reflect their interests to help them progress. Children's imaginations develop well, for example, when they play in the role play area. They pretend they are in a shop, using resources such as an electronic cash register. All children develop their physical, personal, social and emotional skills effectively. They investigate the natural world through a good range of activities, including looking for worms when digging in soil in the garden. The childminder supports children's language skills effectively. For example, she asks children questions and gives them time to think and respond with their ideas to extend their learning.

### Personal development, behaviour and welfare are good

The childminder's settling-in procedures are very effective. She tailors routines for each child's needs, helping them to settle easily and quickly. Children form strong relationships with the childminder. She provides many cuddles and reassurance helping them to feel comfortable and confident. Children have a good selection of high quality resources from which to choose. The childminder make these easily accessible and carefully matched to meet the needs of all children that attend. Children learn about other people's similarities and differences, and their roles in the community. For example, children enjoy playing with and exploring the very good range of multicultural resources that help them learn about the diverse world they live in. The childminder is a positive role model for children's behaviour. She helps children to share, take turns, and use polite manners.

### Outcomes for children are good

Children are happy, motivated and make good progress in their learning. They develop many of the skills they need in readiness for their next stage in learning, including their move to nursery or school.

## Setting details

<b>Unique reference number</b>	EY425592
<b>Local authority</b>	Surrey
<b>Inspection number</b>	823179
<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 - 5
<b>Total number of places</b>	4
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11 November 2011
<b>Telephone number</b>	

The childminder registered in 2011. She lives in Caterham, Surrey. The childminder cares for children each weekday from 8am until 6pm throughout the year. The childminder holds an early years qualification at level 3.

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