

# Childminder Report

**Inspection date**

8 September 2016

Previous inspection date

26 September 2012

<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 are happy and confident. The childminder gives them cuddles, affection and praise to help build on their developing self-esteem.
- Children adopt healthy lifestyles. For example, they enjoy nutritious snacks and meals.
- There is a wide range of well-planned and well-resourced activities, which helps children make good progress and prepares them well for their future learning. Children learn how to negotiate and play cooperatively.
- Children benefit from a positive settling-in procedure and gain a clear sense of belonging. The childminder knows the children very well and adapts activities to meet each child's learning needs effectively.
- The childminder monitors children's progress effectively. She tracks their development, identifies any gaps in their learning and puts a plan in place to address these.
- The childminder provides a safe and welcoming environment. Children develop warm attachments to the childminder, who helps them to feel secure.

### It is not yet outstanding because:

- The childminder does not always make the best possible use of opportunities to teach children about numbers, shapes and sizes.
- The childminder does not always use the views of parents to help improve and develop the setting further.

## What the setting needs to do to improve further

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

- provide more opportunities for children to develop their knowledge of mathematics, with particular regards to recognising numbers, shapes and sizes
- strengthen the involvement of parents in contributing their views to help improve and develop the setting further.

### Inspection activities

- The inspector observed interactions between the childminder and the children.
- The inspector conducted a joint observation with the childminder.
- The inspector sampled documentation, including planning, children's development records, and policies and procedures.
- The inspector took the written views of parents into account.
- The childminder gave the inspector a tour of the premises.

### Inspector

Susan Allen

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder maintains a current knowledge of how to keep children safe by, for example, attending further training. Safeguarding is effective. She has effective procedures to follow and knows what to do if she has a concern about a child's welfare. She keeps up to date with legislation and changing practice. For example, she receives emails and online updates and conducts her own research. The childminder makes effective use of assessment and planning to ensure children have quality learning opportunities throughout the day. The childminder works closely with other settings. She is proactive in sharing information with them to provide continuity in children's learning.

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

The childminder encourages the development of young children's communication and language skills effectively. For example, she helps babies to understand the patterns of speech, listening intently when they babble and talking back in response. She also uses different voices and gestures to further enhance children's enjoyment of books. She extends vocabulary effectively for older children by, for example, using words such as 'prickly' and 'smooth'. The childminder prepares the children for nursery and school in a number of ways. She supports their early reading and writing skills, and children learn to sound out words, recognise letters and write their names. She talks to the children about starting school and discusses any fears they may have to reassure them.

### Personal development, behaviour and welfare are good

The childminder teaches children about safety. For example, she encourages them to take some responsibility for their own safety. They tidy up toys and keep trip hazards to a minimum. The childminder also risk assesses her house and gardens and minimises any risks. She teaches children about different cultures and they learn about similarities and differences between people in their community. The childminder is a good role model. Children's behaviour is good. Children learn to share, take turns and respect each other. They benefit from easy access to resources, which allows them to make choices. Children become motivated and independent learners.

### Outcomes for children are good

Children develop good physical and social skills through a wide range of interesting experiences. For example, they visit parks, farms, childminding groups, the local children's centre, and go blackberry picking. Children learn independent skills, such as learning to use the toilet and to wash their own hands without assistance, and begin to learn how to dress themselves. They learn how to use simple tools and equipment and develop the skills they need to move on to the next stage of their learning.

## Setting details

<b>Unique reference number</b>	EY444456
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1059240
<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 - 4
<b>Total number of places</b>	5
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	26 September 2012
<b>Telephone number</b>	

The childminder registered in 2012. She lives in Redhill, Surrey. She operates from Monday to Thursday, 7am to 5.30pm, for most of the year. The childminder has a level 3 childcare qualification.

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