

# Childminder Report

<b>Inspection date</b>	3 November 2016
Previous inspection date	20 March 2013

<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 uses effective systems to assess children's developmental needs and monitor the progress they are making.
- The childminder works in close partnership with parents and successfully encourages them to support children's learning at home. She ensures children benefit from continuity between her setting and home.
- Children develop essential skills for the next stage of their learning. For example, they develop an interest in books from an early age and enjoy play that involves counting.
- Children benefit from effective care practices in the setting. For instance, they enjoy nutritious meals and develop positive attitudes to healthy eating and physical activities.
- The childminder works well with her assistant. She ensures he has an up to date knowledge of her practices and closely monitors his work.
- The childminder actively takes steps to improve her knowledge and skills. For example, she completes useful training courses and routinely reflects on how this improves her practice and benefits children.

### It is not yet outstanding because:

- Occasionally, children are unable to access the full range of resources easily to make independent choices in their play and become a little frustrated.
- The childminder does not make the best use of partnerships with other settings that children attend to gain a greater insight into children's overall development.

## What the setting needs to do to improve further

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

- review and improve methods of enabling children to select resources with which they would like to play
- develop further the partnerships with staff in other settings that children attend.

### Inspection activities

- The inspector observed activities indoors and discussed the provision for outside play.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records.
- The inspector checked evidence of the childminder's qualifications and her suitability checks.
- The inspector held discussions with the childminder in relation to observations of children's play, learning and progress.

### Inspector

Kerry Lynn

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a confident knowledge of the signs that may cause concern about a child's welfare and of the procedures to follow. She ensures that her safeguarding knowledge and that of her assistant remains strong and up to date. The childminder strives to improve her provision consistently to increase the benefits for the children. She reflects on what works and gathers the views of all parties concerned including the children. For example, she involves children in the planning of menus and frequently adds or changes menus to meet children's opinions and requests. The childminder has a strong understanding of the progress children make. Where their achievements do not meet the expected outcomes for their age and ability, she takes appropriate action to provide further support to close any gaps in their development.

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

The childminder shows skill in teaching children as they engage in play and successfully moves children forward in their development. For example, when babies explore toys, such as 'houses' where buttons lead to animals popping out, she uses well-worded questions to set challenges. The childminder understands how young children learn and reflects this well in her interactions with them. For instance, children recognise different letters and the sounds they make. The childminder takes successful steps to teach children to accept and understand diversity. For example, they learn about different ways of life such as how meals are different around the world.

### Personal development, behaviour and welfare are good

Children form relationships quickly with the childminder and her assistant. They show confidence and a good sense of security soon after starting in the setting. Children understand the rules and boundaries in the setting, for example they behave well and have lovely manners. They develop strong social skills such as sharing and engaging with their friends. For instance, older children ensure younger children can see the pictures in the books they are reading. Children develop good skills that help them as they move on to other settings including school. For example, they develop independence as they follow consistent routines such as putting coats and shoes in the same place every time they visit.

### Outcomes for children are good

Children progress well and settle quickly. They gain positive levels of development soon after they start. For example, they rapidly develop confidence. Children show signs of pride and self-assurance. For instance, they nod when the childminder praises them and excitedly tell her about achievements they have made elsewhere.

## Setting details

<b>Unique reference number</b>	EY451173
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1062873
<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>	0 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	20 March 2013
<b>Telephone number</b>	

The childminder registered in 2012. She lives in Godstone, Surrey. The childminder operates her service on Monday to Friday, all year round, from 8am to 6pm and provides overnight care. She holds a recognised early years qualification at level 3. The childminder works with an assistant.

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