

# Childminder Report

**Inspection date**

2 June 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 evaluates and reflects on her practice. She monitors and tracks children's development. She identifies any gaps in learning and works with parents and other professionals to implement a development plan and initiate improvements.
- The childminder keeps her knowledge current, such as with regard to new legislation and practice changes, to help improve her teaching skills. For example, she is more aware of how to identify children's mental health issues after researching the subject.
- The childminder knows the children well and adapts her practice to suit their individual needs. For example, when reading a story, she engages younger children by using funny voices and extends older children by beginning to link letters and sounds.
- Children develop strong attachments to the childminder and other children in the setting. The childminder effectively supports children's developing self-esteem. For example, she cuddles and praises them and promotes their emotional well-being.
- Children learn skills that help them get ready for school. For example, personal care skills such as using the toilet, putting their coats on and washing their hands.

### It is not yet outstanding because:

- The childminder does not consistently seek the children's views to help her identify ways to improve her setting and their experiences at the setting even further.
- The childminder does not build on links with other settings that children attend to further support a consistent approach to their learning.

## What the setting needs to do to improve further

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

- increase ways to involve children in the evaluation of the setting and seek their views to help develop and improve their experiences even further
- strengthen partnerships with other settings that children attend to further support a consistent approach to their learning.

### Inspection activities

- The inspector viewed the premises.
- The inspector observed the childminder interacting with children.
- The inspector conducted a joint observation with the childminder and held discussions about children's development and progress.
- The inspector sampled documentation, including planning, children's development records, policies and procedures.
- The inspector took into account the written and verbal views of parents.

### Inspector

Susan Allen

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of safeguarding issues and knows how what to do and who to contact if she has a concern about a child's welfare. The childminder promotes her professional development well and has attended various training which has had a positive impact on her practice. After researching the different ways children learn, she is better able to plan activities that follow their interests. For instance, she uses sensory activities to help a child who learns using touch and feel. The childminder has a good relationship with parents and other professionals. For example, she shares activities such as threading, for parents to continue children's learning at home, to provide consistency in their learning.

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

The childminder has a good variety of resources for children to explore and investigate. For example, children use playdough and a plastic mouth mould to learn about germs and how to brush teeth. She effectively supports children's developing mathematical language. Younger children learn concepts, such as long and longer. She asks challenging questions of older children, such as, 'How many more do you need?' Children freely express themselves through a range of senses and movement. For example, during music time they move their bodies and dance. The childminder extends children's learning well. For instance, she explains rhythm to them and demonstrates a simple beat.

### Personal development, behaviour and welfare are good

The childminder successfully teaches children to be aware of risk and their own personal safety. For example, children know that jumping on the sofa may be dangerous. The childminder is a good role model. Children generally behave well and are beginning to be aware of the needs of others, offering toys to comfort children who become upset. Children learn to be helpful and kind. For example, an older child showed a younger child how to press the buttons on a play laptop. Children learn about healthy eating choices well. During a discussion about teeth cleaning and visiting the dentist children identify 'bad' sugary foods and 'good' healthy snacks. They learn about plaque during play. For example, the childminder clarifies that cheese contains calcium and is good for your teeth and bones.

### Outcomes for children are good

Children have lots of opportunities to develop their physical skills. For example, they play tumbling and do forward rolls on a large soft mat. Children learn good communication and language skills and make good progress. They share, take turns and respect each other. They develop a good range of social skills through a variety of experiences. For example, children visit the farm, the library and meet with other childminders.

## Setting details

<b>Unique reference number</b>	EY486585
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1007679
<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>	2 - 8
<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>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015. She lives in the village of Smallfield, close to the town of Horley in Surrey. The childminder operates Monday to Thursday from 7.30am to 6pm for most of the year. She is in receipt of government funding for three-year-olds.

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