

# Childminder report

<b>Inspection date</b>	20 September 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
Effectiveness of 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

### The provision is good

- The childminder provides a relaxed and welcoming, home-from-home environment. She knows her children very well and has developed effective systems to settle children into her setting.
- The childminder observes and tracks children's development effectively. She keeps detailed records of children's learning, including observations, photos and assessments which are used to plan purposeful next steps for children's learning.
- The childminder provides children with a wide range of opportunities to explore other cultures and the wider community. For instance, children enjoy visits to local playgroups, nature areas and parks. Children enjoy weekly visits to enjoy songs and stories with the elderly at a local residential home.
- Parents speak highly of the childminder. They comment on how trustworthy and welcoming she is to their families. They compliment the wide range of activities that are provided and the good progress that their children make.

### It is not yet outstanding because:

- Babies do not always have enough opportunities to use their senses to explore a variety of more natural textures.
- Although the childminder regularly shares information, she does not actively seek feedback from parents or older children to ensure that their views form part of her self-evaluation.

## What the setting needs to do to improve further

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

- provide opportunities for babies to use their senses to explore a variety of more natural textures
- develop strategies to take account of parents' and older children's views on all aspects of the provision, in order to contribute to plans for future improvement.

### Inspection activities

- The inspector talked with the childminder and children at appropriate times during the inspection.
- The inspector viewed some written documentation, including children's developmental records, attendance registers, policies and training records.
- The inspector viewed written feedback from parents to gain their views.
- The inspector viewed areas of the home that children have access to.
- The inspector observed the quality of teaching during activities indoors and assessed the impact it has on children's learning.

### Inspector

Nicola Edwards

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a robust understanding of her responsibility to protect children. She knows the procedures to follow if she has a concern about a child's safety or well-being. The childminder has a secure knowledge of the statutory requirements and the early years foundation stage. She regularly updates her professional knowledge of how to keep children safe through training and research. She takes steps to ensure that all areas of her home accessed by children are safe. For instance, she completes regular risk assessments and fire drills.

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

Children have access to a wide range of resources, both indoors and outdoors. The childminder interacts well with children and encourages their involvement in activities. The childminder is effective at supporting children's early communication skills. For example, she constantly talks to young children as they play. She praises their attempts at copying sounds and words to build their confidence. Children enjoy opportunities to explore music and instruments. For instance, they use good hand control as they shake rattles and bells when the childminder shares their favourite songs and rhymes.

### Personal development, behaviour and welfare are good

Children have built strong attachments with the childminder and their emotional well-being is very well supported. Children's behaviour is very good, they are happy and settled. The childminder is patient and kind, and is a strong role model. The childminder encourages all children to be kind, share and take turns. The childminder supports children to develop healthy lifestyles. She provides a wide range of nutritious meals and snacks and offers children daily opportunities to enjoy fresh air and exercise. Children are encouraged to be independent in their care routines. For instance, babies enjoy feeding themselves snacks and drinking from their beakers.

### Outcomes for children are good

Children are well prepared for the next stages in their learning. Children are motivated to explore and learn, and make good progress from their starting points. Babies develop confidence in their physical skills. Older children explore the world around them. For instance, they learn about different countries on their map and explore their cultures and festivals.

## Setting details

<b>Unique reference number</b>	EY498146
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10057177
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2016 and lives in Caterham, Surrey. She operates her service from 7.30am to 6pm, Monday to Friday, all year round. The childminder holds qualified teacher status.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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