

Childminder report

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| Inspection date | 20 November 2018 |
| Previous inspection date | 22 December 2015 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| 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 monitors children's progress and identifies any gaps in learning, and she puts plans in place to help ensure all children make good progress.
- The childminder keeps her knowledge current, such as with regard to new legislation and practice changes.
- The childminder has a good understanding of children's unique needs. She plans a variety of activities that supports all children to make good progress in their learning.
- The childminder prepares children well for school in a number of ways. For example, she begins to sound out words to help children build on their recognition of letters and their sounds.
- Children have good relationships with the childminder. She is sensitive to their individual needs and meets these well. She effectively promotes their emotional and physical well-being.
- There is a broad range of well-planned activities available to children, and this helps children develop well.

It is not yet outstanding because:

- The childminder has not established fully effective links with other early years settings that children attend, to support and build on continuity in their learning.
- The childminder has not fully developed ways for parents to comment on their children's learning or share in the assessment process, or receive support to continue their children's learning at home.

What the setting needs to do to improve further

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

- develop partnerships with other settings that children also attend, to support continuity in children's care and learning even further
- build on the opportunities for parents to comment on their children's learning and share in the assessment process, and assist them more in ways to continue their children's learning at home.

Inspection activities

- The inspector viewed the areas of the premises used by the children.
- The inspector observed the childminder interacting with the children.
- The inspector sampled documentation, including planning, children's development records, and policies and procedures.
- The inspection spoke with the childminder at convenient times during the inspection.

Inspector
Susan Allen

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder knows what steps to take if she is worried about a child's welfare. The childminder effectively reviews her practice, and she seeks the views of children and parents to help her identify improvements. For example, children evaluate activities and tell the childminder how much they have enjoyed them. The childminder promotes her professional development well, and this has had a positive impact on the quality of her practice. For example, after conducting research on how young children's speech develops, she has helped support children's developing speech and language more effectively. Since the last inspection, the childminder has extended opportunities for children to develop their sensory experiences and for young children to become involved in exploratory activities.

Quality of teaching, learning and assessment is good

The childminder encourages children's mathematical development effectively. For example, she teaches older children to count and younger children learn to identify and name colours. The childminder has a variety of toys, equipment and resources. For example, toys with buttons help children to understand how things work. Children learn problem-solving skills well. For example, children negotiate with each other during play. The childminder teaches children about the world around them effectively. For instance, children learn about the seasons, how to grow fruit in the garden and how bees make honey.

Personal development, behaviour and welfare are good

The childminder teaches children how to tidy up and they follow instructions well. She is a good role model and children's behaviour is good. Children are beginning to be aware of the needs of others. For example, older children cuddle younger ones. The childminder is kind and caring, and has a welcoming and safe environment. She supports children's understanding of how to keep themselves safe well. For example, she explains the risk of choking if too much food is eaten at once. The childminder teaches children about healthy eating and the positive effect food has on our bodies. For example, children know that fruit and vegetables contain vitamins and minerals which are good for them. She effectively supports children to begin to understand the importance of leading a healthy lifestyle.

Outcomes for children are good

Children make good progress from their starting points. They choose their own resources and are motivated learners. Children develop good social and physical skills, for example, they play in the park, visit the local library and attend social groups. Children learn to share and work well together. For example, they take turns playing with toys. Children learn skills that will help them with their future learning and school. For example, children learn about routines and how to be independent.

Setting details

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| Unique reference number | EY409094 |
| Local authority | Surrey |
| Inspection number | 10066213 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 - 3 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Date of previous inspection | 22 December 2015 |

The childminder registered in 2010 and lives in Epsom, Surrey. She works Monday and Tuesday from 8am to 5pm, and Wednesday from 8am to 2pm, for most most of the year. The childminder holds a diploma for the Children and Young People's Workforce at level 3.

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