

# Childminder report

<b>Inspection date</b>	7 January 2019
Previous inspection date	26 November 2015

<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 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 reflects effectively on her practice. She monitors children's progress, identifies any gaps in learning and puts a plan in place to address these.
- The childminder adapts her practice to suit children's individual needs. For example, she engages younger children by using gestures and noises and extends vocabulary by adding words for older children.
- Children are motivated to learn. The childminder knows the children well and uses this knowledge effectively to plan activities that interest them. All children make good progress.
- The childminder is successful in supporting children's emotional development. They develop good independence and confidence. The childminder prepares children well for their move to school.
- Children develop a good understanding of responsibility. For instance, they learn to tidy away their toys and learn how to manage small tasks, such as putting their own shoes and coats on.
- The childminder promotes healthy living well. Children learn where food comes from. For example, young children know that carrots grow in the ground. She teaches children about the importance of healthy eating and how food helps to keep them strong.
- The childminder shares information with parents but does not always give them ideas to help them extend their child's learning at home.
- At times, the childminder does not fully support children to explore a variety of print to help them recognise that words carry meaning.

## What the setting needs to do to improve further

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

- strengthen the already good partnerships with parents to help them extend their children's learning at home
- enhance opportunities to encourage children to explore a variety of print, to help them recognise that words carry meaning.

### Inspection activities

- The inspector sampled documentation, including planning, children's development records, policies and procedures.
- The inspector spoke with the childminder at convenient times during the inspection.
- The inspector observed the childminder interacting with the children.
- The inspector took into account the written views of parents.
- The inspector viewed the premises used for childminding purposes.

**Inspector**  
Susan Allen

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is aware of what to look out for if she has a concern about a child's welfare and has clear policies and procedures to follow. The childminder keeps herself up to date with current practices and guidelines. For example, she regularly attends training and uses the knowledge gained to improve her practice and provide well-organised and well-resourced learning opportunities for children. Since the last inspection, the childminder has developed her planning further to include children's starting points. She has developed her understanding of how to observe children's development and plan for their learning.

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

The childminder has a variety of toys, equipment and resources. For example, toys with buttons help children to understand how things work and books with flaps keep younger children interested. The childminder supports children's speech well. For example, she repeats back words and introduces new vocabulary. She supports children's mathematical development well. For example, during play she names a hexagon and semi-circle. She asks questions of older children and younger children point and recognise different animal noises. Children explore music and express themselves well. For example, they learn how to move to music and sing a nursery rhyme and follow simple action songs. Children learn about different cultures effectively and learn how different people live. For example, after a visit to the library they learn how some children live in mud huts.

### Personal development, behaviour and welfare are good

The childminder has a calm approach. She supports children's well-being effectively. For instance, she cuddles them and gives them meaningful praise to help build on their developing self-esteem. She acts as a good role model to help children learn to value one another and treat each other with respect. The childminder provides a safe, warm and caring environment. Children behave well and are beginning to be aware of the needs of others. For example, children cuddle and comfort each other. The childminder teaches children about cause and effect well. For example, they learn how discarded toys may inadvertently get trodden on and broken.

### Outcomes for children are good

All children make good progress from their starting points. They learn a wide range of useful skills that prepare them effectively for the next stage of learning. Children begin to link sounds to the noises that animals make. They learn where different animals come from and about the wider world around them. Children learn to share and take turns. They learn to play cooperatively and are kind to each other. Children have opportunities to be active in a number of ways, including trips to the park and soft play areas. Children also visit other groups which the childminder uses well to help develop children's social skills.

## Setting details

<b>Unique reference number</b>	EY437712
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10066225
<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>	1 - 2
<b>Total number of places</b>	4
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	26 November 2015

The childminder registered in 2011. She lives in Epsom, Surrey. The childminder operates from Monday to Thursday from 8am to 5.30pm, for most of the year.

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