

# Childminder report

<b>Inspection date</b>	9 January 2019
Previous inspection date	19 April 2016

<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 works well with parents for continuity of children's learning and shares resources with them, such as finger grips to help children develop better pencil control.
- The childminder, her co-childminder and her assistant work well together to effectively plan for each individual child. Children benefit from a good settling-in procedure and have a good sense of belonging.
- Children are beginning to understand routines. They are prepared well for school.
- Children learn good hygiene routines. For example, they know to put a hand over their mouth when they cough and learn to wipe their noses.
- The childminder builds secure attachments with the children. She cuddles them and gives them constant praise, building on their self-esteem.
- Children have lots of opportunities to develop their early mark-making skills. For example, children draw pictures of fireworks and proudly display them on the wall.
- The childminder does not support children as well as possible to strengthen children's understanding of technology and how things work.
- The childminder does not always work with other settings that children attend in order to develop a shared approach to learning.

## What the setting needs to do to improve further

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

- enhance children's understanding of technological equipment to help them learn how some things work for a purpose
- strengthen the relationships established with other early years settings that children attend and use a shared approach to build on children's learning.

### Inspection activities

- The inspector viewed the premises used for childminding.
- The inspector observed the childminder and her assistant interacting with the children.
- The inspector took into account the written views of parents.
- 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.

**Inspector**  
Susan Allen

## Inspection findings

### Effectiveness of leadership and management is good

The childminder has a professional approach and works well with her co-childminder and assistant. For instance, they constantly reflect on, and review, each other's practice for consistency and keep up to date with new requirements. The childminder continually develops and improves her knowledge and teaching skills. She has a good understanding of how children learn and provides a variety of resources to stimulate children's imaginations. For example, boys and girls role play being mummies and daddies. The childminder and her co-childminder provide her assistant with effective support and guidance to develop her skills and knowledge. Safeguarding is effective. The childminder, her co-childminder and her assistant have a good understanding of how to safeguard children. They know who to contact and what to do if they have concerns about children's welfare. Since the last inspection the childminder has increased the opportunities for children to further develop their awareness of mathematical ideas as they play.

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

The childminder has a good awareness of how children develop. She regularly observes children's play and effectively assesses and tracks their progress. The childminder is able to adapt activities for children of different ages and abilities well. For example, during an activity, younger children learn to count while older children begin to learn how to estimate. The childminder knows the children well. For example, she plans activities using superhero characters to make activities enjoyable. The childminder teaches early mathematics well, for example when counting she asks, 'What comes next?'

### Personal development, behaviour and welfare are good

The childminder is a good role model and children behave well. Children are beginning to be aware of the needs of others and understand emotions. For example, a child quickly said 'sorry' after bumping into another. Children form positive relationships with the childminder and settle quickly into her care. They feel safe and secure. Children learn to be polite and tolerant of each other. The childminder is kind and caring, and promotes children's emotional well-being effectively. Children develop a good awareness of how to keep themselves safe. For instance, they know to tidy away toys after playing and understand how discarded toys may be a trip hazard. Children know not to run indoors and follow the rules of the setting well.

### Outcomes for children are good

Children learn to take turns and play cooperatively. For example, they work together to build a tower. They learn to be respectful of others and their beliefs. Children have daily opportunities for fresh air and exercise to promote their physical well-being effectively. For example, they use push-along toys and learn to climb on the large equipment in the garden. Children make good progress in their learning from their starting points. They are confident and keen to learn. Children develop the skills needed to prepare them well for the move to nursery or school.

## Setting details

<b>Unique reference number</b>	EY465688
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10075511
<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 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	31
<b>Date of previous inspection</b>	19 April 2016

The childminder registered in 2013 and lives in Warlingham, Surrey. She operates Monday to Friday from 7am to 6pm, for most of the year. The childminder receives funding for free early education sessions for children aged three years. The childminder works with a co-childminder and an assistant.

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