

# Childminder report

<b>Inspection date</b>	4 February 2019
Previous inspection date	29 February 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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### **This provision is good**

- The childminder provides a loving environment and children display exceptionally close bonds with her. The childminder knows children extremely well and constantly provides for their changing needs and requirements.
- Children are highly engaged and inquisitive learners. They display extraordinary levels of confidence and in their sense of belonging. Children's overall development is at the very heart of the childminder's provision.
- Children are progressing well. The childminder tracks and monitors their learning to swiftly identify gaps and provide additional support if required.
- The childminder plans well for her professional development. She regularly shares information with other childminders and also provides support and mentoring. They comment on how much of a credit the childminder is to her profession.
- Partnerships with parents and other professionals are very well established. The childminder understands the importance of sharing information about children's progress and future next steps with other settings that children attend.
- Occasionally, the childminder does not use skilful questioning techniques, to provide higher levels of challenge for more able children in their learning.
- The organisation of resources does not provide easy access for younger children, to help them to make their own choices.

## What the setting needs to do to improve further

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

- research additional questioning techniques, to provide higher levels of challenge for more able children in their learning
- organise resources to provide easier access for younger children, to support them to make their own choices in their play and learning.

### Inspection activities

- The inspector spoke to the childminder about her professional development and how she evaluates her provision, including her current areas identified for improvement.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The inspector observed the interaction of the childminder and the children and the impact the teaching has on their learning and development.
- The inspector sampled a range of documentation, including suitability checks, policies and procedures and children's developmental records.
- The inspector toured the areas of the home used for the childminding provision. The inspector took into account the written views and comments of parents and other childminders.

### Inspector

Gwen Andrews

## Inspection findings

### Effectiveness of leadership and management is good

The childminder is highly committed and dedicated to her role and responsibilities. She is very reflective in her evaluation of her provision and values the views and comments of parents and children to help her to raise the quality of the care she provides. Safeguarding is effective. The childminder is confident about how she would identify potential signs of abuse and the procedures she would use to report a concern for a child's welfare. The childminder recently completed a training course to help her to remain highly vigilant in the protection of children. The childminder has worked well towards completing the recommendations from her last inspection. For example, children are fully involved in all daily routines, to build on their learning. Robust risk assessments are used to provide a safe environment when at home and when on outings.

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

The childminder observes children closely to precisely plan for their learning. Parents receive regular assessment reports to help them to continue to support children's learning when at home. The childminder helps to encourage children to build on their increasing early mathematical and literacy skills. For example, younger children count objects as they play and older children are starting to add and subtract numbers, to build on their problem solving skills. Children enjoy reading and listening to stories and use puppets to use their recall and communication skills. Older children recognise and form simple letters contained in their name. The childminder provides activities to help children to explore with their senses and their imaginations. They investigate the texture of cornflour to create pretend cupcakes and become enthralled in playing a game of hairdressers together.

### Personal development, behaviour and welfare are outstanding

Children's behaviour is exceptional. They show immense self-esteem and awareness in their own abilities. The childminder is an excellent role model who helps children to quickly learn how to manage their own feelings. She is mindful of the age of the children in her care by providing appropriate and relevant explanations. Children are eager learners who listen intently to instructions and can follow them with ease. They become immersed in pertinent conversations with the childminder as they help to prepare their nutritious snack and talk about making healthy choices to build on their awareness of caring for themselves. Children are patient and kind and show pride in their own achievements and successes. They persevere with tasks and do not become distracted easily, displaying their increasing determination and attitudes.

### Outcomes for children are good

Children are progressing well from their starting points, with some exceeding the age and stage for their development. They are building an early recognition of the differences and similarities between themselves and others and attend many social outings to help them to build on these important skills. Children have lots of opportunities to enhance their physical skills on their trips to the park and when playing with bikes in the garden. They are gaining the necessary skills they require for the next stages in their learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	121654
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10066264
<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>	2 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	29 February 2016

The childminder registered in 1998 and lives in Dorking, Surrey. She works Monday to Wednesday, all year round from 8am until 6pm. The childminder holds an appropriate childcare qualification at level 3.

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