

# Childminder report

<b>Inspection date</b>	31 January 2019
Previous inspection date	26 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 experienced childminder provides a nurturing and welcoming environment. Children are visibly happy and are eager to take part in activities with her.
- The childminder promotes early mark making well. For instance, children demonstrate good hand control as they concentrate on drawing. They proudly share their pictures with visitors, and confidently point out the colours and explain each part of their picture.
- Settling-in arrangements are effective. The childminder works closely with each family to support children's individual needs. Children build strong attachments to the childminder and demonstrate that they feel safe and secure.
- The environment is well resourced and children confidently follow their own interests. The childminder balances offering a variety of interesting planned activities for children to help motivate them to learn and ensuring they have space to explore. This contributes to the good progress that children make.
- Parent partnerships are effective. The childminder is committed to sharing information with parents about their child's care routines and learning. For instance, she provides parents with detailed records of their children's day, including the activities they take part in and photographs of their achievements.
- Sometimes, the childminder misses opportunities to use more precise questioning techniques to challenge children's thinking skills further.
- Although the childminder attends mandatory training, she does not always make the most of opportunities to extend her knowledge and practice further in order to develop her teaching skills to a higher level.

## What the setting needs to do to improve further

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

- develop the use of more precise questioning techniques to help stretch and challenge children's good thinking skills and enhance their learning even further
- enhance opportunities to extend knowledge and practice to help strengthen the good-quality teaching even further.

### 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, risk assessments, policies and procedures.
- The inspector viewed written feedback from parents to gain their views.
- The inspector observed the quality of teaching during indoor and outdoor activities, and assessed the impact it has on children's learning.
- The inspector viewed areas of the childminder's home accessed by children.

### Inspector

Nicola Edwards

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder continues to attend regular safeguarding and child protection training. She knows the procedures to follow if she has a concern about a child's safety or well-being. The childminder has a good knowledge of her statutory requirements and the early years foundation stage. She reflects on her practice well and identifies areas of development to improve her provision. For instance, since her last inspection, she has started to offer early years funding. She is vigilant in ensuring that her home is safe. The childminder supervises children effectively to keep them safe from harm. All areas of her home are risk assessed well to minimise hazards. The childminder builds positive relationships with parents. They speak highly of the good care provided to their children and the wide range of opportunities to learn, both indoors and on outings.

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

The childminder knows the children in her care very well. She uses her observations and assessments well to track children's development and plan age-appropriate next steps. She knows her responsibility to complete children's two-year checks. The childminder supports children's communications skills well. For instance, when playing matching games and children mispronounce words, she models the correct pronunciation to help develop their understanding. The childminder engages children well in discussions about their play. Children develop good problem-solving skills. For example, they independently complete two- and four-piece puzzles. As they find the correct pieces, they throw their hands in the air and call 'I did it!', confidently sharing their achievements with the childminder.

### Personal development, behaviour and welfare are good

Children's behaviour is good. The childminder is a good role model. She communicates expectations clearly and children are well listened to. This contributes to their sense of belonging and helps build good self-esteem. Children sustain concentration when taking part in activities, and play well with other children. All children have good social skills. They are encouraged to share and take turns. For instance, when playing board games, they take turns to see who can make the pirate pop up and, when it does, they squeal in delight. Children are offered a wide range of opportunities to learn about the world around them and the local community. For example, they enjoy visits to farms, zoos, activity centres, National Trust gardens and swimming pools.

### Outcomes for children are good

Children listen carefully to instructions, recognise colours and have good imaginations. For instance, they gently rock their baby dolls as they give them bottles, before preparing them food and feeding them. Others pretend to be doctors and listen to one another's heartbeats with a stethoscope before giving out 'medicine'. Children quickly develop the skills and knowledge to support the next steps in their learning, and their eventual move to school.

## Setting details

<b>Unique reference number</b>	121771
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10066270
<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 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	26 April 2016

The childminder registered in 1998. She lives in Banstead, in Surrey. The childminder operates her service Monday to Friday, all year round.

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