

# Childminder report

<b>Inspection date</b>	7 March 2019
Previous inspection date	22 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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### **This provision is good**

- The childminder has high expectations for the children in her care. She sharply monitors and tracks their development, to help her to very quickly identify gaps in their learning and help them to progress well.
- The childminder has well-established partnerships with parents. They are fully involved in all areas of their children's development and in helping to set the next steps for their future learning. Parents comment on the amazing support and opportunities the childminder provides for their children. She is classed as an extension of their family.
- Children are very happy and settled. They display close bonds with the childminder, who is caring and attentive. She quickly responds to their needs, for example when they are tired or hungry, and they immediately seek her attention when they get upset.
- The childminder plans well for her own professional development to continuously keep her knowledge and understanding to the highest levels.
- Children behave well. The childminder provides gentle and age-appropriate explanations to help children to learn about managing their own emotions and to share and play well with others.
- The organisation of resources provides younger children with too many choices, which does not help them to build on their concentration skills or persevere with tasks.
- Occasionally, the childminder does not give children enough time to respond to questions she asks them, to enable them to use their own views and suggestions.

## What the setting needs to do to improve further

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

- review the organisation of resources, to support younger children to make more informed choices and build on their concentration skills in completing tasks
- support children to use their own views and suggestions by giving them more time to respond to questions.

### Inspection activities

- The inspector had a tour of the areas of the home used for the childminding provision. The inspector took into account the views and comments of parents.
- The inspector sampled a range of documentation, including suitability checks, policies and procedures and children's developmental records.
- The inspector observed the interaction of the childminder and the children and the impact the teaching has on children's learning and development.
- 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 spoke to the childminder about her professional development and how she evaluates her provision.

### Inspector

Gwen Andrews

## Inspection findings

### Effectiveness of leadership and management is good

The childminder has worked well towards the recommendations from her last inspection. For instance, she has built on additional strategies to work closely with parents, to engage them in all aspects of their children's learning. Safeguarding is effective. The childminder is secure in her understanding of how she would identify any concerns about a child's welfare and the reporting procedures she would use. The childminder uses a good range of policies and procedures that she regularly updates to keep the information contained in line with any current changes. The childminder has good partnerships with other childminders in the area to share ideas, and they attend playgroups together to build on children's wider social experiences. Self-evaluation is used well to help the childminder to continuously raise the quality of her provision. She actively seeks the views and comments of both parents and children, to help her to identify areas for improvement.

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

The childminder observes children's development to help her to precisely plan for further challenging experiences in their learning. She supports children's increasing communication and language skills. For example, she repeats simple words and sounds to build on babies' expanding vocabulary. Older children read stories to build on their memory and recall skills. Children enjoy sensory experiences in their play and learning as they pat and make shapes with coloured play dough, and babies explore with a sensory basket full of textured items. The childminder helps children to use their developing mathematical skills in their play. For instance, she helps them to count objects and children use their problem-solving skills as they try to connect magnetic cars together.

### Personal development, behaviour and welfare are good

The childminder knows the children in her care well. She is a good role model who helps children to build on gaining important social skills, to learn about respecting others in the world around them and their immediate community. Children are learning to be patient and kind. They are supported well to help them to gain independence in their own self-care and to understand simple risks to keep themselves safe. For example, they learn to use large-scale equipment and negotiate steps safely. The childminder promotes children's physical development to build on their overall well-being. They have daily access to fresh air and play in the large garden to jump and run around. Children have a strong sense of belonging and the childminder involves them in discussions about their family members. This helps children to develop their own unique identity.

### Outcomes for children are good

Children are developing well from their starting points. They are gaining the necessary skills they require for their future learning. Children display positive self-esteem and increasing confidence from the praise they receive for their achievements. They quickly become enthralled in the activities and resources provided for them, to help them to be enthusiastic and motivated learners.

## Setting details

<b>Unique reference number</b>	121612
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10066263
<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 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	22 February 2016

The childminder registered in 1987. She lives in Salfords in Redhill, Surrey. The childminder cares for children each weekday throughout the year from 7.30am to 6pm. She holds a relevant childcare qualification at level 3.

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