

# Childminder report

<b>Inspection date</b>	12 March 2019
Previous inspection date	10 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 good partnerships with parents. She gathers lots of initial information to help her to plan for children's needs and requirements. Parents receive daily feedback and are involved in sharing ideas for the next steps in their children's learning.
- Children are happy and content. They show strong bonds with the childminder, who is caring and attentive. Children immediately seek cuddles with the childminder if they are upset.
- The childminder helps children to have many opportunities to be physically active. For example, she helps babies to become mobile by setting up the environment to support their first steps and balance. Older children have good access to the well-set-up garden area, to build on new skills.
- Children are progressing well. The childminder plans for their development and is quick to adapt her provision to support their changing interests and capabilities.
- The childminder is reflective in her use of evaluation. She seeks the opinions and views of both parents and children, to help her to identify areas for improvement and change. In a recent questionnaire, parents commented on the very caring attitude of the childminder and the attention and contribution towards each child's individual personality.
- The systems used for the tracking and monitoring of children's progress do not place a sharp enough focus on children's learning, to swiftly identify potential gaps.
- Occasionally, the childminder does not give children enough time to explore with toys and resources, to help them to persevere and complete tasks.

## What the setting needs to do to improve further

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

- make better use of the systems used for the monitoring and tracking of children's development, to provide a sharper focus on swiftly identifying gaps in their learning
- provide children with more time to explore with toys and resources, to help them to learn to persevere and complete tasks.

### 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 also spoke directly with a parent.
- The inspector sampled a range of documentation, including suitability checks, and policies and 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 spoke with the childminder 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 also held a discussion about safeguarding with the childminder's assistant.
- The inspector also 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

Safeguarding is effective. The childminder has a secure understanding of how she would identify signs of abuse and the procedures she would use to report any concerns for a child's welfare. She continuously updates her knowledge to help her to remain highly vigilant in the protection of the children in her care. The childminder uses good risk assessments that she reviews and adapts as required, to provide a safe environment both indoors and outdoors for children. She shares ideas and suggestions with other childminders. They plan outings and attend playgroups together to widen children's social experiences. The childminder follows robust recruitment procedures for assistants who occasionally work with her, and assesses their ongoing suitability to work directly with the children.

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

Overall, the childminder has a good understanding of how children learn at different rates. She successfully supports children's increasing communication and language skills. For instance, she introduces new words and sounds, which very young children repeat to show their rising vocabulary. Children explore with toys that help to build on their early mathematical skills. For example, they build towers with coloured blocks and place glittery bangles onto a stand to develop their coordination. The childminder provides many books and sings songs with the children to support their early literacy development. Children explore with jigsaws to try to operate various snips and padlocks, to support their problem-solving skills.

### Personal development, behaviour and welfare are good

The childminder is a good role model who helps children to learn about acceptable behaviour and boundaries. She provides explanations to help them to learn to play and share well with others. They go on many outings in the community and frequent walks to the park, and these help them to explore the wider world around them. Children display a good sense of belonging and they receive praise and encouragement to help them to build on their confidence and self-esteem. Children are starting to listen and follow instructions. For example, they place toys into the baskets as they become involved in a tidy-up song. The childminder provides children with nutritious meals and snacks to help them to gain an early awareness of the importance of making healthy choices.

### Outcomes for children are good

Children make good progress. They are keen and motivated learners who are constantly busy investigating the learning environments. Children become enthusiastic as they use many different musical instruments and move their bodies in time to music. They are gaining the necessary skills for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY332192
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10073649
<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>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	10 February 2016

The childminder registered in 2006. She lives in Reigate, Surrey. The childminder has a childcare qualification at level 6 and cares for children between 7.30am and 6pm each weekday, all year round. The childminder occasionally works with an assistant.

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