

# Childminder report

<b>Inspection date</b>	25 March 2019
Previous inspection date	21 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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 is caring and nurturing and works in partnership with parents to help children feel safe and secure. She has an excellent understanding of babies' home-care routines and provides continuity while they are in her care. This helps children to settle happily and supports their emotional well-being effectively.
- The childminder places a high priority on children's safety. Since her last inspection, she has moved house and has completed thorough risk assessments of all areas of the setting. For instance, she has adapted areas to suit the needs of very young children.
- The childminder places a good focus on supporting babies' communication skills. For instance, she talks to babies about toys they have and models new words to encourage them to babble. This supports good emerging language skills.
- The childminder maintains accurate records, such as accident and medication records and precise attendance registers, to support the safe and efficient running of the provision and to protect children.
- The childminder does not seek a full range of information from parents about what children already know and can do when they first start, in order to help refine her assessment of their starting points.
- The childminder has not considered how she can gain skills and knowledge that will be the most useful in helping children make the best possible progress.

## What the setting needs to do to improve further

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

- gather detailed information about what children know and can do when they first start
- focus professional development more precisely on gaining skills and knowledge that can be used to enhance the support for children's learning, based on their individual needs.

### Inspection activities

- The inspector evaluated an activity with the childminder to assess the impact of her teaching on children's learning.
- The inspector spoke to children and the childminder at convenient times during the inspection.
- The inspector looked at all relevant documentation, including children's records, policies and procedures, and evidence of the suitability of those living on the premises.
- The inspector viewed the areas in the home that are used for childminding.
- The inspector took into account the written views of parents provided on the day of the inspection.

**Inspector**  
Tara Naylor

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder makes good use of training to keep her knowledge of child protection procedures up to date. She knows what action to take if she has concerns about a child's welfare. The childminder provides a safe and secure environment for children to play and learn in. She completes regular self-evaluation to help shape most of her plans for improvement. For instance, the childminder has introduced new systems for the observation of children's learning to help her to develop more targeted planning for their next steps. This helps to contribute to children's good progress and ensures positive outcomes for all children.

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

The childminder organises stimulating activities that capture children's interests. For instance, she provides babies with wooden building bricks and encourages them to reach out for blocks, and they pick them up and turn them over to explore them. The childminder organises her environment effectively so that children have space to develop their emerging physical skills. For instance, babies practise rolling over on the soft mat and learn how to sit up as the childminder offers support and encouragement. The childminder sits close by to younger children and captures opportunities to build on their communication skills. She helps babies understand the patterns of speech, listening intently when they babble and talking back in response. Children make good progress in their learning and develop skills that support their future learning effectively.

### Personal development, behaviour and welfare are good

Children develop strong bonds with the childminder who is caring and attentive to their needs. For example, she is quick to notice when babies begin to show signs of hunger and provides cuddles as they snuggle up with her to have their bottle of milk. The childminder follows children's home routines well to promote consistency in their care. For instance, she helps children to try new foods that parents introduce at home. She encourages them to learn to feed themselves, to help support their independence well. Children benefit from opportunities to gain fresh air and exercise to help support their good physical health. For instance, children visit the park, soft play and enjoy daily outings in the local community.

### Outcomes for children are good

Children make good progress in their development and are prepared well for the next stage in learning. Children are inquisitive and keen to learn. Babies gain good physical skills, and are confident to sit independently and reach out for toys of interest. They gain good coordination skills as they learn how to press buttons on electronic toys to experiment with what might happen. The youngest children develop good early communication skills; they babble confidently and enjoy experimenting with the sounds they can make. They gain good social skills and demonstrate that they feel safe and are emotionally secure.

## Setting details

<b>Unique reference number</b>	EY445638
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10075161
<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>	0 - 0
<b>Total number of places</b>	3
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	21 June 2016

The childminder registered in 2012 and lives in Woking, Surrey. The childminder offers care for children Monday to Thursday from 7am to 6.30pm, for most of the year. The childminder is able to receive funding for children aged two-, three- and four-years-old. The childminder holds an early years qualification at level 3.

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