

# Childminder report

<b>Inspection date</b>	9 April 2019
Previous inspection date	7 July 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 reflective and seeks the views of parents, her assistants and children effectively to help identify improvements. For example, children evaluate activities and decide on further resources, such as a light ball, which the childminder then purchases.
- The childminder follows children's interests well. This is evident when she reads a favourite book to a child and points to the different textures, such as smooth and rough, and encourages the child to feel them. Children are well supported to use all their senses in their learning.
- The childminder and her assistants support children effectively to develop good speech and language skills. They repeat back words and add words to extend children's vocabulary.
- Children develop strong bonds with the childminder and her assistants. They support the children's emotional well-being effectively. For example, they cuddle them, give them praise and support them to build on their developing self-esteem.
- Children begin to learn skills they need to help them with their future learning. For example, they gain confidence and learn to be independent.
- The childminder does not always obtain sufficient information from parents about their children's existing abilities, to track their progress from the start.
- The childminder does not consistently give parents details about how they can extend their children's learning at home.

## What the setting needs to do to improve further

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

- strengthen ways to obtain initial information from parents about children's prior learning to precisely track their progress right from the start
- build on the already good partnerships with parents, to help them extend their children's learning at home.

### Inspection activities

- The inspector viewed the premises used for childminding.
- The inspector observed the childminder and her assistants interacting with the children.
- The inspector took into account the views of parents.
- The inspector sampled documentation, including planning, children's development records, policies and procedures.
- The inspector spoke with the childminder and her assistants at convenient times during the inspection.

**Inspector**  
Susan Allen

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistants have a good understanding of how to keep children safe. The childminder shares information with them regularly and effectively advises of any changes in practice or guidelines. She monitors her assistants' performance regularly to ensure that they understand their role and responsibilities. The childminder has attended various training, which has had a positive impact on her practice. For example, she is now better able to motivate children to learn. Since the last inspection, the childminder has extended opportunities for children to see and hear their home languages during everyday activities, to support their communication and language even more effectively. She has also established partnerships with other settings that children attend, to help provide a consistent approach to their learning and development.

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

The childminder encourages children's mathematical development effectively. For example, she teaches older children to recognise odd and even numbers, and younger children learn to count and identify and name colours. The childminder supports children to use their imaginations well. For instance, they use role-play equipment and make pretend telephone calls. The childminder and her assistants teach children about the world around them effectively. For instance, children learn how cherry trees have pink blossom in spring and how tadpoles turn into frogs. They learn about the different seasons and how worms are good for the soil. Children conduct simple experiments and understand how a plant will die if it does not have sufficient water and sunlight to grow.

### Personal development, behaviour and welfare are good

The childminder supports children's understanding effectively of how to keep safe. For example, she teaches them to handle scissors carefully and shows them how to sit correctly on a chair. The childminder and her assistants are kind and positive role models and children's behaviour is good. Children are beginning to be aware of the needs of others. For example, older children share toys with younger children. The childminder is kind and caring and has a welcoming and safe environment. She teaches children about good health and the positive effect food has on our bodies. For example, children choose from a range of healthy snacks such as raisins, oranges, bananas and apples, and try unusual fruits such as a pomegranate. The childminder supports children to begin to understand the importance of a healthy lifestyle well.

### Outcomes for children are good

All children make good progress. They learn to take turns and work well together. For example, they take turns playing a memory game. Children learn skills that will help them with their future learning and school. They learn about the world around them effectively and experiment with different equipment, such as toys with buttons, and begin to understand how things work. Children develop good physical and social skills, for example, as they visit the farm, pet shops, the supermarket and other childminders. Children learn about the natural world effectively. For instance, they learn that a mole is an animal that lives underground.

## Setting details

<b>Unique reference number</b>	EY456864
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10075333
<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 - 10
<b>Total number of places</b>	18
<b>Number of children on roll</b>	24
<b>Date of previous inspection</b>	7 July 2016

The childminder registered in 2014 and lives in Worcester Park in Surrey. She operates from Monday to Friday, all year round. The childminder receives funding for free early education sessions to children age four. She holds a relevant early years qualification at level 3 and works with two assistants.

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