

# Childminder report

<b>Inspection date</b>	25 June 2019
Previous inspection date	3 March 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 patient and kind. She is skilled at supporting children's emerging interests as they play. For instance, as children notice letters of their own name, she helps them to find additional sounds and patterns to build on this further.
- Children have secure and loving bonds with the childminder. She knows each child well and uses her teaching and experience to help children to build on their own unique learning and development.
- Partnerships with parents and other professionals are well established. The childminder understands the importance of sharing information to provide children with continuity towards their future progress.
- The childminder tracks and monitors the progress of children. She is able to quickly identify gaps in their learning to provide additional support if required. This helps children to progress well.
- Children behave well. The childminder is a good role model who helps children to learn about acceptable behaviour and her expectations. She provides consistent and age-appropriate explanations to help children to develop an understanding of recognising the needs of others and to manage their own emotions.
- The organisation of resources provides children with too many choices and limits the space they have to explore fully in their play and learning.
- Although the childminder plans exciting activities, these are not adapted to involve younger children fully in these experiences.

## 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 and play areas, to ensure that children can make their own informed choices and have more room to explore in their learning
- plan activities to fully include younger children, to support them to build further on their learning experiences.

### 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 their 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 toward the recommendation from her last inspection. For example, she makes good use of mathematical opportunities presented to encourage children to build on their problem-solving skills during activities. She uses self-evaluation well to continuously improve her provision and successfully captures the views and opinions of both parents and children, to help her to identify areas for change. Safeguarding is effective. The childminder is confident in how she would identify signs of abuse and the processes she would use to report any concerns for a child. She plans well for her professional development to improve her understanding. Recent safeguarding research has enabled the childminder to have up-to-date knowledge of changes to local authority procedures. Risk assessments are implemented to provide safe environments for children when at the childminder's home and when on outings in the community.

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

The childminder regularly observes children and has a good grasp of each child's interests and changing needs and requirements. Parents are involved in setting the next steps in their children's learning and they also help them to continue to learn when at home. The childminder supports the communication and language development of children. For example, she introduces and repeats new words and sounds for younger children and involves older children in deep discussions to widen their vocabulary and to help them to express their own suggestions. Children enjoy reading stories to build on their memory skills as they recall parts of the book and try to guess what happens next. Children are creative and imaginative. They enjoy making up their own role-play ideas as they pretend to be walking through snow and choose items they can wear to keep themselves warm.

### Personal development, behaviour and welfare are good

Children are learning to play well together. They show a growing awareness of the need to be tolerant of others and wait patiently for their turn in games. The childminder provides nutritious snacks and meals to help children to learn about making healthy choices, to support their growth and their early awareness of a healthy lifestyle. Children use impeccable manners under the encouragement of the childminder. Children play with resources and toys that reflect the diversity in the wider world around them. They have many opportunities to play outdoors to build on their physical skills. Children also use small bicycles to learn how to balance and be agile.

### Outcomes for children are good

Children develop well from their initial starting points. They are confident and display a strong determination to do things independently. Children receive high levels of praise and this helps them to build good self-esteem in their own abilities. They help to grow plants to learn about nature and investigate further in their play and understanding. Children are supported well to gain the necessary skills they require for the next steps in their learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	120870
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10066254
<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>	2 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	3 March 2016

The childminder registered in 1994 and lives in West Horsley, Surrey. She provides care on a Monday, Tuesday and Wednesday from 7am to 6pm, all year round. The childminder holds a level 3 National Vocational Qualification in Children's Care, Learning and Development.

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