

# Childminder report

<b>Inspection date</b>	1 July 2019
Previous inspection date	26 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 reflects on her practice regularly. She monitors children's progress, identifies any gaps in learning and effectively puts a plan in place to address these.
- The childminder supports children early mark-making skills. For example, children use chalks to create pictures and begin to give meaning to their marks.
- The childminder encourages the development of young children's communication and language skills effectively. For instance, she repeats back words and adds words such as 'impression' to extend their vocabulary effectively.
- Children learn about personal hygiene well. For example, they put a hand over their mouth when sneezing to prevent the spread of germs.
- The childminder prepares children well for pre-school and school. Children manage small tasks and are learning to be independent well. This is evident when, after toileting, children dress themselves.
- The childminder does not consistently give parents details about how they can contribute to their children's learning and assessments and extend their children's learning at home.
- The childminder does not always make the best use of professional development opportunities to strengthen her knowledge and practice even further.

## What the setting needs to do to improve further

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

- build on the good partnerships with parents and involve them more in continuing children's learning at home and sharing in the assessment process
- strengthen ways to enhance the childminder's professional development and practice to an even higher level.

### Inspection activities

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

**Inspector**  
Susan Allen

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is aware what to look out for if she has a concern about a child's welfare and has effective procedures to follow. The childminder uses her assessments of children to monitor their development. For example, she uses a tracking sheet and ongoing planning that helps her highlight any areas where children might benefit from more support. Comments from parents show they are extremely happy with the care the childminder provides and are pleased with their children's progress. Since the last inspection the childminder has built on children's interest in creating dens to continue to enhance their problem-solving skills and imaginations.

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

Children begin to use toys with buttons and understand technology and how some things work for a purpose. The childminder teaches children effectively about the natural world. For instance, children learn how bees use their wings to flap quickly to fly and watch how baby birds are fed by their parents, in the bird feeder. Children learn about recycling and how some things can be reused to help the environment. The childminder teaches early mathematics well. For instance, children learn to count and identify shapes and use language such as 'more' and 'many'. They begin to use positional language such as 'underneath' and 'on top'. The childminder extends learning effectively.

### Personal development, behaviour and welfare are good

The childminder provides a safe, warm and welcoming environment. Children flourish and are keen to learn. The childminder is a good role model. She supports the children's well-being effectively. She cuddles them and gives them specific praise to build on their developing self-esteem and acknowledges their good behaviour. Children have strong attachments to her. The childminder teaches children about personal risk and safety well. For instance, children learn to sit on a chair properly and learn how to use a knife safely when cutting fruit. Children enjoy healthy foods, and often sample different foods such as humus. The childminder teaches children about the positive effect food has on the body.

### Outcomes for children are good

Children make good progress based on their starting points. They learn a variety of useful skills that prepares them effectively for their next stage of learning and for school. Children enjoy a wide variety of interesting activities. For example, they play with 'dinosaur play dough' and learn how some animals are vegetarian and do not eat meat. Children have lots of opportunities to practise their physical and social skills, such as through walks in the woods, making dens, visiting local pigs and ponies and visits to toddler groups.

## Setting details

<b>Unique reference number</b>	121135
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10108438
<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>	4
<b>Date of previous inspection</b>	26 March 2015

The childminder registered in 1998 and lives in Ellen's Green, in Rudgwick, West Sussex. She operates Monday to Friday from 7.30am to 5pm, for most of the year. The childminder holds a childcare qualification at level 3.

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