

# Childminder report

<b>Inspection date</b>	18 July 2019
Previous inspection date	16 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Outstanding	<b>2</b> 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

- Children feel safe and secure in their relationships with the childminder. As a result, their own unique personalities emerge greatly. For example, children laugh hysterically as they make jokes or pretend to soak each other with imaginary hoses.
- The childminder knows the children very well. She uses high-quality observations and effective assessment systems to ensure that she understands the progress children have made. She pinpoints personal next steps in learning for each child and plans for these carefully.
- Children make good progress from their starting points. Where children's starting points are below the typical outcomes for their ages, the childminder applies effective strategies to close the gaps.
- The childminder skilfully supports children's ongoing language development. Toddlers consistently demonstrate their extensive speech skills. For example, they eagerly join in with songs and rhymes and sing the words loudly and clearly.
- While the childminder establishes good partnerships with parents that she uses well to support children's learning, she finds it more challenging to engage parents in the assessment process. Consequently, she cannot gain a full understanding of children's overall progress.
- The childminder reflects honestly on her practice and knows well the areas where she can continue to improve the outcomes for children. For example, she is implementing changes to the resources available to increase the opportunities for children to develop critical thinking skills.
- The childminder does not consistently apply teaching strategies that fully encourage children to consider and test out their own ideas.

## What the setting needs to do to improve further

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

- extend the teaching strategies used to enable children to consistently develop and extend their own ideas
- find more effective ways to encourage parents, including those who are more reluctant, to contribute actively to assessments of children's progress.

### Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records.
- The inspector checked evidence of the childminder's qualifications and her suitability checks.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.

#### Inspector

Kerry Lynn

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder frequently updates her knowledge to fully understand changes in safeguarding procedures that occur. She has a thorough understanding of the signs that may indicate that a child's welfare is at risk and knows how to act if a concern arises. The childminder continues to learn more about her role. She adapts practice effectively according to the knowledge she has gained. As a result of recent training, she has improved her behaviour management strategies. She now offers children enhanced opportunities to learn to understand and manage their feelings in a positive manner. The childminder has recently devised ways of improving the relationships with the staff in the other settings children attend. She aims to understand better how children behave in different settings.

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

The childminder uses her good partnerships with parents to establish secure starting points for children. She uses her strong knowledge of children's interests to support children's progress from here, using activities that are enjoyable and stimulating. For example, she hides dinosaurs in ice, to encourage children who love dinosaurs to explore new experiences. The childminder makes very good use of activities such as these to promote learning. For example, she introduces the concept of floating and sinking as children test out a range of different toys in the water. The childminder provides strong opportunities for children to learn to respect the differences that exist between people. For instance, children share aspects of their home backgrounds, including food and traditional clothing.

### Personal development, behaviour and welfare are good

The childminder supports children's health and well-being very well. Children enjoy and feel the benefits of exercise. They finish a highly energetic singing and dancing session with red faces and take a deep breath. Children benefit from activities that help them to develop positive attitudes towards healthy food. For example, they talk about the nutritious lunches they prepare in a cooking club. The childminder successfully prepares children for upcoming changes in their lives, such as when they move on to a different setting. Children demonstrate this when they happily talk about the new setting and discuss the parts of it they are really looking forward to. The childminder supports children effectively to develop independence, including by providing consistent routines, such as preparing snack, that they complete with age-appropriate independence.

### Outcomes for children are good

Children quickly develop confidence when they start in the setting. Those who once found it hard to separate from parents or to interact with others are seen to develop lovely friendships. Children develop good social skills. Toddlers demonstrate this when they engage in deep conversation with others and make sure their friends are alright. For example, they organise between themselves where they will sit for lunch. Children display confidence as they take on physical challenges that help them to develop their physical strength and balance. For example, they jump from low platforms, land standing on two feet and then try to travel further next time.

## Setting details

<b>Unique reference number</b>	EY473494
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10108883
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	16 June 2014

The childminder registered in 2014 but has previously been a registered childminder for nine years. She lives in Merstham, Surrey. The childminder operates all year round, from Monday to Thursday from 7.30am to 6pm, with the exception of family holidays. She is also a registered foster carer. The childminder is in receipt of funding to provide free early years education for three- and four-year-olds.

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