

Childminder report

Inspection date: 12 December 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time with the childminder. They make good progress in their development through the well-planned experiences she provides. For example, children have fun making dough. They take it in turns to scoop flour into measuring cups and work out how much of each ingredient they will need. Children talk about their mixture looking like 'pancake batter' or 'porridge' as they remember previous experiences of baking together. They use new vocabulary, such as, 'stiff' and 'squidgy' as they describe the texture of the dough. Children are highly engaged and motivated to learn as they get fully involved in the activity. They take pride in working together and completing the task. Children benefit from a curriculum that is strongly focused on supporting their communication and language skills. They develop fluency and confidence in their speech that means they are well prepared for their next stage in learning.

Children display good manners. For instance, they say 'please' and 'thank you' and offer to pass things to one another. When young children struggle to take turns, the childminder uses positive techniques to help them. She teaches them about sometimes having to wait and supports them to express their emotions and consider how others might feel. Children behave well and understand the childminder's clear rules and boundaries.

What does the early years setting do well and what does it need to do better?

- The childminder knows each child she cares for well. She ensures her settling-in process is tailored to meet each child's individual needs. This enables children to feel secure and safe in her home when separating from parents. She observes and assesses children's progress and finds out about their experiences from home. This means the childminder can plan for their individual next steps and ensure any gaps in learning or emerging needs are swiftly identified.
- The childminder selects books to read to children that link to what they are learning about. For instance, on a snowy day, she reads a story about a snowman. Children talk about the snow outside and the clothes they had to wear to keep warm. They make their own snowmen pictures and dough models as they talk about the themes and characters in the story. Children gain a firm understanding and deep knowledge of the new concepts they encounter.
- The childminder allows children time to explore, experiment and be creative. For instance, children sing, dance and play with musical instruments, as they try out different rhythms and explore various ways to make sounds. They act out stories and pretend their toys are going on adventures. Children express themselves freely and develop their imaginations.
- The childminder plans experiences that teach children about the world around them. For example, she takes children to visit the local fire station and meet the

fire fighters. They find out about what fire fighters do and learn about the engine and hoses. Children discover the roles that different people in their community play in helping them.

- The childminder talks to children about daily routines. She gives clear explanations about what will be happening next when children finish an activity or get ready for a mealtime. However, during these transitions, children sometimes wait for the childminder to complete tasks that they can try for themselves. Therefore, they do not consistently increase their independence skills in managing their own needs.
- The childminder teaches children to lead a healthy lifestyle. She explains the importance of washing hands to prevent the spread of germs. She teaches children why it is important to eat a healthy balanced diet and talks to children about this giving them strength and energy. Children spend time outdoors benefiting from the fresh air and being physically active. They rest and sleep when they need to during the day. This supports their health and well-being in order that they achieve the best possible outcomes.
- The childminder continues her professional development to improve her own knowledge and skills. For example, recent training in promoting outdoor learning has inspired the childminder to make changes to how she uses her outdoor space to best suit the needs of the children she cares for. This allows her to consistently develop her practice and the experiences she offers children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes regular safeguarding training and has a firm understanding of the signs that may indicate a child is at risk of abuse. She has clear procedures in place for recording and reporting any concerns she might have about a child. The childminder knows what to do if she had to administer first aid to a child. She provides a safe place for children to have naps during the day and follows guidance to ensure children are safe when sleeping. The childminder teaches children about keeping themselves safe. For instance, she talks to them about the dangers of walking on slippery ice and how to keep safe in the snow.

What does the setting need to do to improve?

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

- support children to increase their independence skills in carrying out tasks that they can do for themselves.

Setting details

Unique reference number	2589721
Local authority	Surrey
Inspection number	10251201
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Ashford, Surrey. The childminder provides care on Monday to Thursday, from 8am to 6pm, for most of the year.

Information about this inspection

Inspector

Alice M Roberts

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector and the childminder completed a learning walk and discussed her early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.
- The childminder and inspector carried out a joint observation of an activity.
- The inspector read feedback from parents during the inspection and took account of their views.
- The inspector viewed the safety and suitability of the premises.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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