

Childminder report

Inspection date: 1 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are very settled in the childminder's calm and warm care. She provides a home-from-home environment. Children respond with ease to the childminder's guidance about how to share toys and resources. For example, when two children want the same toy, she offers an alternative, which enables children to continue their play and learning. Children develop a good understanding of the need to adopt good hygiene routines. The childminder helps children from an early age to make the connections, such as when they have their nappies changed and they wash their hands.

Children are learning to be resilient. If they accidentally fall, they get back up, dust themselves off and return to their chosen play. The childminder is always on hand to offer gentle words of reassurance and encouragement. Children develop a love of literacy and reading. They have easy access to a variety of age-appropriate books, which they access independently. They also enjoy the childminder reading stories to them and look intently at the pictures. Children learn to be kind and caring to other living things. They show respect towards the family cat, understanding not to crowd him and to give him space.

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

- The childminder has a fully secure knowledge of what children know, understand and can do. She successfully identifies what children need to learn next and plans effectively to help children make good developmental progress. She gathers all relevant information from parents about their child's development. She uses this alongside her observations to plan for children's next steps in learning.
- Children are beginning to put words together into short sentences. However, the childminder does not always give children time to respond to her questions. For example, she sometimes offers the answers before children have the time to gather their thoughts and vocalise a response.
- Children giggle with delight throughout their day and show enjoyment and excitement. For example, they practise making differing sounds into cardboard tubes and listen to each other's voices. They enjoy each other's company and develop strong friendships.
- The childminder helps children to learn about letter sounds and repeats the correct pronunciation to them. She ensures that she maintains eye contact with children when she does so. This enables them to see her face and how she uses her mouth to make the sound.
- Children learn how to manage their emotions and explore their feelings. They talk with the childminder about how different emotions feel. They use the mirror to look at the facial movements they make when expressing sadness or

frustration.

- Sometimes, the activities the childminder plans do not always capture all children's interest for long. Sometimes, they leave the activity after only a short time. This does not further increase children's concentration levels to enable them to gain the most from the learning opportunities.
- The childminder develops good partnerships with parents. They comment that 'she is very organised, respectful and considerate' and that she 'goes beyond her line of duty as a childminder'. They appreciate the differing methods of communication the childminder uses to share information on a daily basis. This enables them to have a secure understanding of their children's learning and achievements.
- The childminder undertakes regular further training to help update her knowledge and skills. For example, recent training in equality and inclusion helped her to explore different ways to introduce music from around the world to children. This helps to enhance their understanding of similarities and differences.
- The childminder has a secure knowledge of how to liaise with other professionals involved in children's care and education. For example, she understands how to use different methods to develop and maintain open lines of communication with staff at other early years settings. This helps to develop consistency for children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully aware of her local safeguarding partnership arrangements. She knows who to contact in the event of a concern about a child in her care and also if an allegation is made. The childminder regularly updates her knowledge of safeguarding to ensure that this is current. For example, she attended training to further increase her understanding of differing cultural practices. Children develop a good understanding of their own safety and that of others. For example, the childminder gives them clear explanations about the consequences of their actions and why they must not do something. This helps them to have a secure awareness of their personal safety and that of others.

What does the setting need to do to improve?

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

- give children the time they need to process their thoughts and respond to questions asked, to enhance their speaking skills
- build on children's levels of concentration during planned activities.

Setting details

Unique reference number	EY384525
Local authority	Surrey
Inspection number	10263946
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	17 May 2017

Information about this early years setting

The childminder registered in 2008. She lives in Farnham, Surrey and provides care from 8am to 5pm, on Monday to Friday, although this is flexible. Her service is open all year, except for family holidays. She has a relevant early years qualification at level 3.

Information about this inspection

Inspector

Helen Penticost

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 provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children interacted with the inspector throughout the inspection.
- The childminder and inspector completed a joint observation.
- The inspector took account of parents' views through discussions and written feedback.
- The inspector observed the quality of education being provided and assessed the impact of this on children's learning.

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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