

Childminder report

Inspection date: 17 January 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder is caring and provides a home-from-home setting in a nurturing and relaxed environment. She provides children with daily outdoor experiences, such as visits to the park, farms and soft-play centres, and fruit picking and nature walks. Children are given many opportunities to delight in the world around them. They develop good social and physical skills and begin to understand risk, such as when learning to safely climb trees. Children build beneficial relationships with the childminder and frequently seek her out for a cuddle or laugh at a shared joke. They develop a strong bond and are eager to share their favourite games and achievements with her. The childminder builds on the children's confidence through gentle guidance and praise. She is a good role model and the children are respectful and behave well.

The childminder helps children understand how to share and take turns. Children learn to manage their emotions and share toys. The childminder patiently empowers children to do things for themselves. She offers them useful tips and lots of encouragement and praise as they have a go at challenges. For example, children persevere while sticking a toy cake together. The childminder calmly demonstrates how to turn it the right way, praising children as they succeed. Children develop positive attitudes towards learning.

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

- Since the last inspection, the childminder has increased opportunities for children to strengthen their creative skills. For example, children use a variety of role-play equipment to complement their pretend play.
- The childminder provides a variety of resources. These are arranged in easily accessible storage to encourage children to explore and choose things for themselves. Children are eager to play and use equipment, such as torches and programmable toys, curious to learn how they work. They match puzzle pieces, concentrating for continued periods, and are very proud of their achievements.
- The childminder monitors children's development accurately. She carefully checks children's progress through observations and identifies any gaps in their development. She then makes plans to help them to achieve the next steps in their learning. Children make good progress and begin to gain essential skills that will support their future learning.
- The childminder pays good attention to healthy eating. She provides children with nutritious food and talks to them about the benefits different foods have.
- Children begin to develop early communication and language skills. They independently select books and enjoy listening to the stories the childminder patiently reads to them. The childminder constantly talks to children and asks them questions. However, she does not always give them enough time to think

about, and respond to, what she is saying.

- Children enjoy experimenting with pens and pencils. They excitedly make swirls and 'rainbow' marks on paper and begin to develop their coordination skills well.
- The childminder teaches children to value and respect the differences between themselves and others. She links considerately to children's families, home cultures and languages. Children begin to learn about boundaries and are well behaved and polite.
- Partnerships with parents are strong. For example, daily chats, frequent messages and the regular sharing of children's assessments support a joint approach to meet children's individual needs.
- The childminder teaches children to be responsible for their own property. They are learning to be independent well. For example, children can put their own shoes on and are learning to do up zips.
- The childminder provides a warm and secure environment where children feel safe. Children's behaviour is good. For example, they listen to instructions and help tidy up.
- Children's mathematical skills progress well. For example, the childminder encourages young children to join in with fun rhymes and songs, learning to say some number names in order.
- The childminder demonstrates genuine enthusiasm and high standards for her childminding service. She reflects on her practice and gains the views of parents to help her identify areas for further development.
- Children are kept safe. The childminder ensures her home is free from any hazards and meets children's health and hygiene needs effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of signs and symptoms to identify a child who may be at risk of harm, including the risk of being exposed to extreme behaviours or views. The childminder has a secure awareness of child protection issues and is clear on the steps to take if she has concerns about children in her care. She keeps her knowledge of safeguarding up to date by undertaking a range of training. She uses this to develop her policies and procedures and shares these with parents. She supervises children well and carries out thorough risk assessments of her home, ensuring children can explore and play safely.

What does the setting need to do to improve?

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

- give children more time to think for themselves when answering questions.

Setting details

Unique reference number	EY395924
Local authority	Surrey
Inspection number	10136559
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	4 February 2016

Information about this early years setting

The childminder registered in 2009. She lives in Hersham, Walton-on-Thames, Surrey. The childminder operates Monday to Friday, 7.30am to 6pm, all year round. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector
Susan Allen

Inspection activities

- The inspector held a discussion with the childminder to understand how the early years provision and curriculum are organised.
- The inspector looked at a sample of the childminder's documentation, including policies and procedures and training certificates.
- The inspector viewed the premises used for childminding.
- The inspector observed the childminder interacting with the children.
- The inspector took into account the written views of parents.

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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