

Childminder report

Inspection date: 13 June 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time in the childminder's welcoming and stimulating home. They settle securely with the childminder, who takes the time to get to know them well. As a result, children feel safe and secure. Children explore the environment with ease and motivation. The childminder caters for their interests, and children enjoy a wide range of interesting activities. For example, children show curiosity and great interest as they find a ladybird cocoon in the garden. Furthermore, they concentrate intently as they water the various vegetables they have planted. This supports children's large-muscle development.

Children develop a love of books. They choose their favourite stories and excitedly talk about the different pictures. Young children begin to recall the stories and remember the events that take place. This supports children's early literacy.

The childminder acts as a good role model for children. She is kind and polite and encourages children to share resources. Children are happy, have a positive attitude and enjoy learning. They take pride in their achievements and are keen to share their experiences with others. For instance, children eagerly show the childminder the paint marks they have made on the easel. Children's behaviour is good.

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

- The childminder has developed a good curriculum based on the children's interests. She focuses her curriculum on their social, emotional, communication and language skills, and their physical development to ensure they have the skills they need to support their future learning. The childminder uses information she gathers through observations of children to provide meaningful experiences, to help extend their learning further. For example, young children dress up as builders. However, occasionally, children are not fully included within planned activities, as the childminder focuses too heavily on one specific area of learning.
- The childminder is particularly skilled at supporting children's communication and language development. She helps children to develop a rich and interesting vocabulary. For instance, children accurately use words such as 'froglet' and 'frog' as they observe tadpoles in a tank. The childminder supports children who speak English as an additional language well. She consistently introduces new vocabulary to support children's understanding. Children learn to speak English very well.
- The childminder effectively promotes children's early mathematical concepts in play. For example, children confidently name the 'biggest' shells and 'smallest' shells as they explore the water tray. Furthermore, the childminder helps them

count how many steps they walk down. However, in some play, the childminder does not give children time to respond and develop their knowledge even further.

- The childminder ensures children have daily fresh air and exercise. She takes them to the local toddler groups, where they can develop their social skills. The childminder provides children with a variety of opportunities to see the world around them. For instance, they visit places of natural beauty.
- Children show curiosity and can-do attitudes to try new things. They are kind and share the resources with each other. For instance, they pass each other the scissors and learn how to use them. The childminder successfully encourages children to persist at these new activities, so that they gain confidence. This support children's good behaviour.
- The childminder teaches children to be independent and keep themselves healthy. She teaches young children how to prepare their snack and take off their shoes. Their independence is further developed as they learn to carry out tasks, such as putting their toys away before mealtimes. Children's independence is promoted well.
- Parents are very happy with the care and education that the childminder provides. They are grateful for her advice which continues their children's learning at home.
- The childminder evaluates her practice and accurately identifies her strengths and knows the areas for improvement. For example, she has recently introduced a new 'cosy' area to support children's emotional well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has updated her safeguarding knowledge. She is aware of wider safeguarding issues and ensures that all her policies are updated to reflect these. This helps her to keep children safe from harm. The childminder knows the possible signs and symptoms of child abuse and fully understands how to report child protection concerns. She implements policies and procedures to keep children and her home safe. The childminder carries out daily safety checks to help reduce hazards and minimise accidents. This helps her to promote children's safety and welfare to a high level.

What does the setting need to do to improve?

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

- consider the intent of planned activities to ensure it is balanced to include all children's needs
- allow children time in their spontaneous play to think, to develop their knowledge even further.

Setting details

Unique reference number	EY396256
Local authority	Surrey
Inspection number	10136560
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	12 to 36
Total number of places	6
Number of children on roll	4
Date of previous inspection	7 March 2016

Information about this early years setting

The childminder registered in 2009. She lives in Addlestone in Surrey. She operates her service all year round, from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Kelly Lane

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 setting.
- The childminder took the inspector on a learning walk in which they discussed the curriculum.
- The inspector observed the quality of education and discussed the childminder's practice.
- The childminder spoke to the inspector at convenient times during the inspection.
- The inspector reviewed evidence of suitability checks on household members.
- The inspector looked at written communication from parents about the childminder's service and took account of their views.

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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