

Childminder report

Inspection date: 20 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 offers a welcoming environment, where children are eager to explore and are visibly happy in her care. Secure settling-in systems support children to build strong bonds with the warm and caring childminder. This helps children to feel safe and secure. The childminder and her co-childminder work extremely well as a team. They are strong role models to the children and have high expectations of what they can achieve. The childminder knows the children very well and ensures that their individual needs are well supported.

The childminder has a secure understanding of the early years foundation stage and how to support children to make good progress in their learning. She provides a wide range of stimulating activities in all areas of the curriculum. She uses her clear observations and careful monitoring systems to plan appropriate next steps for children's development. Children are keen to do things for themselves and develop a positive attitude to their learning. However, sometimes, the childminder misses opportunities to challenge older children even further to help them learn as much as possible.

The childminder recognises the importance of offering children a wealth of opportunities to learn about their local community and the world around them. She plans a wide range of activities indoors, as well as trips to local activity groups, the farm and to pick vegetables, to build on their experiences.

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

- The childminder has developed a secure curriculum that supports children to develop their skills and knowledge across all seven areas of learning. Children have access to a well-resourced environment. The childminder talks to children as they play and asks questions to check their knowledge and understanding. However, at times, she does not use as many opportunities as she could for children to use their thinking and problem-solving skills to an even higher level.
- The childminder supports children to develop a keen interest in music and sounds. For instance, children enjoy exploring the sounds that they can make with a range of household items such as colanders and wooden spoons, as well as musical instruments. They delight in making sounds to familiar songs and rhymes, eagerly tapping on their instruments. The childminder consistently praises children for their achievements, which encourages them to develop their concentration and builds their self-esteem.
- The childminder interacts positively with children and supports their early communication skills particularly well. For instance, she consistently models the names of toys as she plays with the youngest children and ensures that she clearly pronounces new vocabulary to develop their knowledge and

understanding.

- Children's behaviour is excellent. The childminder consistently communicates age-appropriate expectations and supports children to understand the boundaries. For example, children listen carefully to instructions, respond positively to the childminder and are keen to share their play. They eagerly help to tidy away their toys, enthusiastically saying 'tidy up!'.
- Children's personal care routines are very well supported. Children develop high levels of independence and are keen to do things for themselves. For instance, children enjoy cutting their own fruits for snack time and young children are eager to feed themselves.
- The childminder is extremely committed to her ongoing professional development. She has completed a wealth of training since her last inspection, including reading articles about child development and attending training courses. She successfully uses this to develop her provision and improve the standards of care provided to children. For instance, she attended training in supporting children through bereavement and has purchased resources and books to support children's emotional needs.
- Parent partnerships are effective. Parents receive a wide range of information about their children's care and learning. For instance, the childminder shares a noticeboard with weekly updates as well as information about children's development. Parents speak highly of the childminder and how excited their children are to arrive in the mornings. They praise the communication they receive and the strong attachments that their children have built with the childminder and the other children who attend.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust safeguarding procedures in place. She attends regular training to ensure that her knowledge is up to date. She has a strong knowledge of the signs that indicate a child may be at risk of abuse or neglect, as well as wider safeguarding issues such as radicalisation and female genital mutilation. She knows her responsibilities to report any concerns about a child's well-being swiftly.

What does the setting need to do to improve?

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

- use opportunities that arise to provide more challenging activities for older children, to extend their learning and develop their thinking skills even further.

Setting details

Unique reference number	EY410276
Local authority	Surrey
Inspection number	10136626
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	15
Date of previous inspection	7 January 2016

Information about this early years setting

The childminder registered in 2010. She lives in West Ewell, in Epsom, Surrey. She operates her service from Monday to Friday, between 7.30am and 6.30pm, all year round. She works with her daughter, who is also a registered childminder. The childminder provides overnight care.

Information about this inspection

Inspector

Nicola Edwards

Inspection activities

- The childminder gave the inspector a tour of her setting and explained how she plans for children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to the childminder and children at appropriate times during the inspection, and discussed with the childminder how she supports children's physical well-being and promotes learning.
- The inspector read some feedback from parents 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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