

Childminder report

Inspection date: 4 November 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 happy, confident and make good progress in relation to their starting points. They have developed trusting bonds with the childminder. Children arrive eager and happy to begin their day, seeking out their friends to share experiences with. They are highly motivated to learn.

The childminder has high expectations for children's achievements and behaviour. Children behave very well. They listen to instructions from the childminder and happily carry out tasks. For example, children help to tidy up to, ensure the room is safe. Children confidently explore the resources and toys. They play happily with their chosen activity. Children relish the constant praise and attention they receive from the childminder. This shows in their high levels of confidence. For example, children are excited to engage in making pictures using magnetic shapes with the childminder and share their counting toys with the inspector.

Children learn about the world around them. The childminder skilfully uses what is around her to teach children to respect their environment. For instance, children observe how to stroke and be gentle with the childminder's cat and talk about how to look after it. They regularly visit nearby woodlands and parks, where they explore, investigate and discover wildlife and nature.

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

- The childminder is experienced and knows what she wants children to learn. She uses her knowledge of children to plan their next steps in learning. The childminder plans her day in a calm and relaxed way. She takes the children's lead, listens to them and uses her knowledge of their home experiences to plan learning that reflects their interests. This helps all children to make good progress.
- The childminder is clear about how she provides support for children with special educational needs and/or disabilities and children with English as an additional language. She has the knowledge that would enable her to contact the relevant professionals for information. The childminder is confident in how she would approach parents if she had developmental concerns about a child.
- Children follow the childminder's role modelling of respectful behaviour. They demonstrate good levels of self-esteem and show positive attitudes to learning. The childminder uses praise with explanation. This helps toddlers understand her expectations and consistently reinforces their good behaviour.
- The childminder gives younger children lots of care, love and attention. However, she does not always consider how to engage children to be more independent during self-care activities. For example, the childminder does not give younger children opportunities to feed themselves at mealtimes or have a

go at routine tasks, such as washing their own hands and wiping their own nose.

- The childminder provides many opportunities for children to develop their fine motor skills in preparation for writing. For instance, children make roads and push cars around them. Children enjoy jigsaw puzzles and slot large counters in piggy banks as they listen to the childminder counting.
- The childminder builds secure relationships with parents and other professionals, such as teachers at the local school. This ensures that children receive continuity of care and education. She offers ideas to help parents understand their children's learning and supports with issues such as healthy eating and meal planning. Parents say that their children are very happy with the childminder. They appreciate the regular updates they receive about what their children have been enjoying throughout the day and the progress they are making.
- The childminder knows her strengths and is keen to continuously improve her practice. She shares new ideas with other childminders and listens to parents' feedback. The childminder accesses numerous training courses and other useful information online to consistently update her skills and knowledge.
- Children demonstrate that they are developing their gross motor skills as they navigate the steps into the house. They use the garden space to run freely and enjoy climbing, balancing and riding on the good selection of resources outdoors. Babies navigate soft-play slides and steps as they develop their walking skills. They learn how to manage risks as they climb on and off ride-on toys.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to safeguard children. She is aware of the possible signs and symptoms that may indicate a child is at risk of harm. The childminder is alert to signs relating to radicalisation and domestic violence. She is confident in the process to follow to raise concerns regarding children's welfare to other agencies. The childminder holds a paediatric first-aid certificate to ensure the safety of the children in her care. She ensures that spaces in her home are safe by completing regular risk assessments and daily checks.

What does the setting need to do to improve?

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

- make better use of opportunities and resources to support children to manage their self-care more independently.

Setting details

Unique reference number	EY459234
Local authority	Surrey
Inspection number	10228787
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 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	8 February 2017

Information about this early years setting

The childminder registered in 2013. She lives in Staines, Middlesex. The childminder operates from 8am to 6pm, Monday to Friday, all year round.

Information about this inspection

Inspector

Bev Boyd

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 her evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder talked to the inspector about children's learning and development.
- The inspector read feedback from some parents and took their views into account.
- The inspector viewed a sample of documentation and checked the suitability of the childminder to work with children.

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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