

# Childminder report

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Inspection date: 5 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

The childminder provides a welcoming and stimulating learning environment for children. She encourages babies and young children to settle quickly into her warm and homely setting. Children enjoy exploring an assortment of toys, books and other play resources that promote their learning. The childminder supports children of varying ages, from babies to school age. The children have full use of a playroom and free access to the garden. The outside space is set out in two separate zones. The front area is set up for younger children, with low play equipment. To the rear it is set out for older children, with equipment reflecting their abilities. All areas are risk assessed daily to make sure hazards are kept to a minimum to keep children safe. The children are happy and settled. They laugh and engage well with each other, the childminder and the inspector. The children seek comfort and cuddles from the childminder to support their emotions. The childminder is clear about her expectations for each child. She is mindful of their needs and plans to ensure the children make good progress.

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

- The childminder communicates effectively with parents, verbally and electronically. Occasionally, the childminder meets parents on their day off to discuss her improvement plans and to seek their ideas. Parents are happy with this process, as it accommodates the needs of their family.
- Parents are very appreciative of the care and support the childminder provides. They welcome the guidance she offers and they know that their children are safe and happy.
- The childminder has good links with the outside community. She attends local playgroups, the library, community centre and other local childminders. This helps to support children's understanding of the world.
- The children are happy and confident. They have formed a close bond with the childminder and other children. They engage well with one another, smiling and chuckling as they play peep po. The children are friendly and sociable, and behaviour is good. The childminder is a positive role model for children. She has clear expectations for behaviour relative to their age and stage of development, which is communicated well to the children. This helps the children to develop positive social skills.
- The childminder is attentive to children's individual needs and she knows each child well. She works closely with parents to help identify children's interests and uses this information in her daily planning. The children have access to a good selection of resources, providing them with the opportunity to make independent choices. On a termly basis the childminder carries out an in-depth review of each child's development progression, which is shared with the parents at an informal meeting. For each child a development file is provided with clearly recorded

development progressions from the children's starting points.

- The childminder meets the care needs of babies. She gathers information on the babies' routines from the start, helping her to tailor her care effectively. Overall, she engages well with the children, although she occasionally misses opportunities when interacting with them to extend their communication and language skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities in keeping children safe from harm. She attends training, and reads publications and guidance on wider safeguarding issues, such as the 'Prevent' duty. The childminder has a good knowledge and understanding of safeguarding procedures and actions to take if there are concerns about a child's welfare. The childminder is aware of what she must do in the event of an allegation made against her or other adults living on the premises. The childminder maintains accurate records, such as accident and medication records and precise attendance registers, to support the safe and efficient running of the provision and to protect children.

## **What does the setting need to do to improve?**

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

- make good use of all opportunities to consistently encourage babies' communication and language development through meaningful and purposeful interactions, so that they are always supported to acquire language and thinking skills to develop and learn effectively.

## Setting details

<b>Unique reference number</b>	EY462170
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	10075448
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	27 April 2016

## Information about this early years setting

The childminder registered in 2013. She lives in Surbiton, in the London Borough of Kingston. The childminder cares for children each weekday throughout the year. She is able to receive funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Paula Fergusson-Boyce

### Inspection activities

- The inspector and childminder completed a learning walk, to identify how the childminder integrates the seven areas of learning within her provision.
- The inspector looked at the childminder's range of play-learning resources, equipment and observed the suitability of the premises.
- The inspector observed the childminder's interaction with children during indoor activities.
- The childminder discussed her practice, the impact of her activity planning and engagement with children.
- The inspector and childminder completed a joint evaluation of a planned activity.
- The inspector talked to the childminder about her use of self-evaluation. The inspector sought and took account of the views of parents.
- The inspector sampled a range of documentation, including children's records, those relating to safeguarding, and evidence of the childminder's suitability.

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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Piccadilly Gate  
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Manchester  
M1 2WD

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