

Childminder report

Inspection date: 12 September 2019

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	Not Met (with actions)
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What is it like to attend this early years setting?

The provision is good

Children are happy, settled and thoroughly enjoy the wide variety of activities on offer. The childminder finds out about the children's interests and uses these effectively as starting points for their learning. Children are excited to try new experiences and build on what they can already do. Younger children explore a variety of textures with increasing confidence and dexterity. They examine dough with curiosity, manipulating and squishing it with different cutters and moulds.

Adults listen carefully to children and respond appropriately, modelling correct language and sentence structure. Children have good manners and ask politely to be able to access toys and resources. However, they are unable to access equipment independently and safely at times due to the storage. Children behave well. They follow instructions and benefit from lots of praise and encouragement. For example, children beam with pride as they receive a high five from the childminder after navigating their way across the monkey bars.

Children receive a balanced, healthy diet and are aware of basic hygiene routines. They wash their hands and faces before mealtimes and sit at the table quietly. However, the childminder misses opportunities to teach children ways to keep healthy, such as the benefits of healthy food choices. The childminder and her assistant have a very positive relationship with each other and this is reflected in the strong bonds the children form with them. For example, children happily curl up with the assistant during storytime and show affection towards her.

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

- The childminder and her assistant have high expectations for all children, including those with special educational needs and/or disabilities. They question children effectively, waiting for children to respond and explain their thinking. Children are given opportunities to enhance their learning through the wide variety of activities on offer. These include trips to local attractions, toddler groups and soft play. The childminder constantly checks what children know and can do and uses this information to decide what the children need to learn next.
- Parents are highly complimentary of the homely environment. They are kept well informed about their child's progress and daily routine through regular communication from the childminder and her assistant. For instance, they write notes for the parents about their child's experiences, such as food eaten and activities undertaken. Parental feedback is welcomed by the childminder on how she can improve her provision and enhance the children's development.
- Children settle well and swiftly form close bonds with the childminder and her assistant. The childminder and her assistant constantly chat to the children, explaining what is happening and why. Children's questions are answered

respectfully and opportunities are given for children to extend their thought processes. Early language development is supported by repetition of familiar words and reinforcing correct pronunciation. Even the youngest children happily copied sounds made by the assistant when playing with the animals.

- The childminder observes her assistant regularly. They work effectively in partnership to develop the provision, bouncing ideas off each other and maximising their areas of expertise. Training needs are identified by the childminder to impact on the children's learning and development. For example, the childminder is planning to undertake food hygiene training to extend her menu and understanding in this area. She hopes that this will benefit the children and enable them to learn about healthy lifestyles.
- Children experience learning opportunities both indoors and outside. They explore their surroundings and are actively encouraged to be independent learners. While outside they are able to climb, balance and bounce on the variety of equipment on offer. Children are exposed to risk taking in a safe environment, where adults support, guide and celebrate each personal achievement.
- The childminder and her assistant are passionate about how children learn and what they can do to facilitate the children becoming independent, confident learners. Life skills, such as putting on a coat and shoes, alongside good table manners, are promoted throughout the day. Children are praised for being polite and taking turns when playing games. Children's interests are taken into account when planning activities. For example, while playing outside children pretend to be superheroes, whilst others were fascinated by seeing how many balls they could fit into a wheelbarrow.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are knowledgeable about the signs that may indicate whether a child is at risk of harm. They have a secure knowledge of the procedures to follow if they have any concerns about children. For example, if an unfamiliar adult turned up to collect a child the childminder is confident about asking questions and not allowing the child to leave with them until she has confirmation from the primary carer. They undertake regular training to support new legislation and any changes to procedures.

What does the setting need to do to improve?

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

- improve the storage of resources so that children can access them more easily and independently
- extend opportunities to teach children about the importance of a healthy diet.

Setting details

Unique reference number	121330
Local authority	Surrey
Inspection number	10094371
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 5
Total number of places	6
Number of children on roll	11
Date of previous inspection	7 August 2015

Information about this early years setting

The childminder started minding in 1993 and registered with Ofsted in 2001. She lives in Knaphill, Surrey. The childminder's provision operates from 7.30am until 6pm, Monday to Friday, for most of the year. The childminder works alongside an assistant who is qualified to level 2.

Information about this inspection

Inspector

Amanda Harrison

Inspection activities

- The inspector looked at policies, qualifications and children's records.
- A joint observation was carried out by the inspector and childminder.
- The inspector took into account the views of parents and children during the inspection.
- A meeting was held between the inspector and childminder.
- The inspector completed a learning walk in the setting to understand how the curriculum is organised and resourced.

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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