

# Childminder report

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Inspection date: 4 October 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 safe, nurturing and stimulating environment for children to play, learn and relax in. The activities the childminder provides are enjoyable and provide children with good levels of challenge. There is much laughter in the setting. Toddlers happily attempt to solve practical problems, and when they find this difficult, they calmly ask either the childminder or, inspiring, another child, for help. The childminder talks to children in a kind and positive manner and successfully diverts unwanted behaviour. Children learn a lot from the childminder about diversity and the concept of kindness. For example, children have made and sent 'kindness cards' to care homes for older people in the United Kingdom and South Africa.

The childminder teaches children independence skills, such as putting on their coats and shoes, and she is proactive about initiating toilet training. She successfully fosters children's interest in physical exercise and healthy food. Children benefit greatly from the wide range of activities and experiences the childminder provides outdoors and within the community.

Toddlers, including those learning English as an additional language, confidently initiate conversation. The childminder successfully fosters children's interest in books. She encourages their small physical skills, such as for using pencils, well.

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

- The childminder is proactive in finding ways to help children learning English as an additional language progress in their communication skills. She introduces new words and phrases to children by using pictures and words in their first language alongside English. These children confidently use their developing English skills alongside their first language during play.
- The childminder reflects well on her practice overall. Her improvement plans, for example for taking children to visit care home residents and introducing children to the 'kindness card' scheme, are inspiring and innovative. She is getting better at asking children questions that encourage them to think and express their own ideas. The childminder recognises that she is less skilled at planning and providing for children's progress in mathematics. She is beginning to make use of training opportunities to increase her teaching skills, but has not yet targeted this aspect of teaching. The childminder encourages counting and helps pre-school children learn to recognise and name basic shapes. However, assessment and planning for children's progress in this area of learning are less well considered and provided for than other areas.
- The childminder engages with parents professionally and confidently. She views parents as equal partners in planning for and supporting children's learning. She

is very alert to children's cultural backgrounds and how she can work with parents to help children develop the skills they need for their future learning. Parents feel well informed about her activity planning and children's developing needs, such as their readiness to begin potty training. The childminder observes children closely and completes precise assessments, which parents contribute to. Parents enthusiastically support the childminder's planning. For example, they demonstrate how in their culture babies are carried in a sling called a 'kanga', not a pushchair.

- The childminder tracks and plans for children's progress well, taking good account of their interests. For example, children who are fascinated by dinosaurs have a thrilling time exploring the dinosaur park. After listening to a story featuring an African girl carrying fruit in a basket on her head through the jungle, children enjoy shopping for exotic fruits, which they taste. Toddlers enthusiastically create caterpillars with play dough after listening to stories introducing the life cycle of a butterfly. They use the extensive selection of play dough tools, demonstrating excellent hand control.
- The childminder sensitively helps children to recognise the impact of their behaviour on others. Children form strong emotional attachments with the childminder and each other. They develop good social skills and have a strong sense of belonging in the childminder's home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs of child abuse, including the wider aspects such as radical views and terrorism. She ensures that she receives regular safeguarding updates from the local authority and attends refresher training. The childminder is clear about the procedures to follow if she is concerned about a child's welfare. She uses risk assessments to identify and reduce potential hazards to children. Children develop a good understanding of how to keep themselves safe, for instance, when using climbing apparatus and small tools such as scissors and knives. They regularly practise the fire evacuation procedure.

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

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

- develop further planning ideas for encouraging children's interest in mathematics and their ability to routinely apply mathematical skills in relation to numeracy, and shape, weight and measure.

## Setting details

<b>Unique reference number</b>	507396
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10072953
<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 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	25 April 2016

## Information about this early years setting

The childminder registered in 1996 and lives in Merstham, Surrey. She works Monday to Friday throughout the year between 7am and 6pm.

## Information about this inspection

### Inspector

Amanda Tyson

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact on children's learning. She spoke to children and took account of their views.
- The inspector sought and took account of the views of parents provided in written feedback letters.
- The inspector spoke to the childminder at appropriate times throughout the inspection. They discussed the learning taking place and the reasons why the childminder provided the resources and activities that children took part in. The inspector also discussed the learning and experiences children have outside of inspection and looked at photographs demonstrating these.
- The inspector was shown around the childminder's home. The inspection took place in one room in the childminder's home. The inspector observed children accessing all resources and activities.
- The inspector checked records and documentation relating to safeguarding and 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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Manchester  
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