

Childminder report

Inspection date: 10 October 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder works well with her co-minder to succeed in their aim of maintaining a welcoming and safe environment where children can learn through play. Parents praise the warmth and homeliness of the setting. The childminder shows skill in forming strong relationships with children to help them feel safe and secure as soon as they start. Babies demonstrate this as they happily respond to games such as peekaboo and are easily comforted with a cuddle.

The childminder has a good understanding of the progress children make and plans carefully to move them on further. She supports children effectively to close any gaps in progress that form, thus demonstrating the high expectations she has of children. She demonstrates this by successfully helping toddlers to develop the confidence and skills to verbalise their ideas and wishes.

Children are happy and confident in the setting. They enjoy the activities the childminder plans for them and eagerly take on challenges. For example, they work out what the words on printed labels say and search for the items in the home. Toddlers learn new words and older children begin to think about what the written words mean.

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

- Children interact well together and form lovely friendships. Older children eagerly help the toddlers in the activities they engage in. For example, they help them to find different objects in the house, saying, 'Follow me.' The childminder encourages this kindness and positive behaviour by promoting the development of social skills and helping children to understand the rules in the home. She acts as a good role model as she works closely with her co-minder and demonstrates friendly and happy interactions.
- The childminder reflects well on her practice to assess how she can make improvements. She pays careful consideration to parents' feedback and personal preferences to ensure these are followed in her practice. The childminder develops her own knowledge through carrying out research and uses this to improve her practice. For instance, she effectively involves parents by gathering detailed information to give her a clear and accurate picture of children's starting points.
- The childminder establishes strong partnerships with parents through which she gains an in-depth understanding of the children's backgrounds, progress and experiences. She uses this information thoughtfully to ensure she meets children's individual needs. For example, she understands when children are more confident with adults than children and successfully supports them to make friends with other children. The childminder keeps parents well informed

about the progress children make. She provides useful links between the setting and home that enable the continuation of children's learning. This includes by sending home books for the children to share with their parents.

- The childminder shows skill in supporting children to develop their speech and language skills. She models the correct pronunciation of words clearly to children, who develop confidence and wide vocabularies during their experiences with her. Toddlers eagerly use the words they learn and confidently begin to name the items they play with. Children make good progress in their communication and language skills.
- The childminder supports children well to develop in all areas of learning, including mathematics. However, at times, she misses opportunities to promote counting and numeracy during her interactions with the children.
- The childminder helps children to recognise what makes them unique. She frequently talks to them about their lives and experiences. She celebrates children's backgrounds and cultures to help them understand the differences that exist between people and communities. She discusses how children enjoy tasting foods from their friend's home backgrounds and how they learn words from the additional languages that children speak.
- The childminder demonstrates good teaching skills to support children's progress. However, she does not consistently encourage children to develop their own thoughts about their findings and can be quick to lead the activity rather than allowing children to build on their own ideas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures she has a strong and confident knowledge of how to safeguard children. She learns about new legislation and widens her understanding of risks that exist through carrying out research and training. She recognises how to identify if a child's welfare is at risk and knows how to act if she has a concern. The childminder provides a safe and secure environment for the children. She ensures that she follows her robust risk assessments and provides high supervision levels to ensure children's well-being.

What does the setting need to do to improve?

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

- provide children with further opportunities to count and use mathematical language to support their numeracy skills even more
- allow children more opportunities to consider and develop their own thoughts and to build on these to promote learning.

Setting details

Unique reference number	EY460026
Local authority	Surrey
Inspection number	10075407
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	29 March 2016

Information about this early years setting

The childminder registered in 2013. She lives in Horley, Surrey. She cares for children each weekday throughout the year, from 7.30am to 6pm. She works with another registered childminder. The childminder receives funding for the provision of free early education for children aged three and four years. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Kerry Lynn

Inspection activities

- The childminder discussed with the inspector the aims of her provision, and how she implements them, during a learning walk.
- The inspector checked the childminder's qualifications and suitability.
- The inspector observed children and talked to the childminder about their progress.
- Parents shared their views through written reviews that the inspector took into account.
- The childminder spoke to the inspector about the effectiveness of her practice on the day of the inspection and the impact it had on children's learning.

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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