

Childminder report

Inspection date: 8 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy to attend this setting. They laugh a lot at the enjoyable activities that the childminder prepares. Children enjoy listening to stories read by the childminder, who uses exaggerated gestures and different voices to keep children engaged. They smile and giggle and enjoy making animal sounds, pointing to the creatures within the book, and use puppets to re-tell the story. The childminder has attended sensory training which has helped her introduce interesting and enjoyable activities to help make her setting unique. For instance, children explore an autumn box and play with cinnamon-scented play dough and decorate it with a variety of craft materials, including 'googly eyes'. The childminder has high expectations for all children in her setting. She teaches them to be thoughtful and to look after one another. She encourages them to use good manners, and to be respectful to others and the environment. The childminder is a good role model and the children behave exceptionally well. Children are extremely kind and caring and demonstrate high levels of self-control. Older children help younger ones when preparing snacks and they play well together, sharing toys and taking turns well. The children form strong attachments with the childminder and to each other. They have a positive and eager attitude to play and learning in the safe and secure environment.

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

- Children are developing good communication and language skills. The childminder repeats back words to younger children and extends vocabulary for older children. For example, she describes how large teeth on animals are called tusks. The childminder is enthusiastic in supporting children's language development.
- The childminder is able to adapt the curriculum appropriately for all children. Younger children begin to understand 'big' and 'small' and older children begin to learn to count. This helps children to develop an understanding of mathematical concepts.
- The childminder works exceptionally well with children to help them understand how to manage their feelings and build strong relationships. Children develop extremely positive attitudes to learning. The childminder praises children, building on their developing self-esteem and confidence very effectively. Children show that they feel good about themselves. They are keen to share their achievements and show great pride in what they do.
- The childminder reflects well on her practice. She provides parents with opportunities to share their views of the provision, such as by sending out parental questionnaires, to help her to identify any areas for future improvement.
- The childminder supports children effectively to develop a good understanding of

their personal safety. For example, children learn how to sit safely on chairs and tidy away toys to minimise trip hazards. The childminder provides children with boundaries and helps them to understand the consequences of their actions. For instance, children understand if they climb or jump on the furniture they may fall. This has a positive impact on helping to keep children safe.

- The childminder plans a good range of activities that reflect children's interests and individual needs. She has a range of equipment and resources. However, opportunities that support children's understanding of technology are less evident.
- The childminder takes children on a wide range of outings to reflect their individual interests. For example, they visit soft-play centres, toddler groups, music classes and parks and meet up with other childminders to help develop children's confidence and social skills.
- The childminder attends to children's care needs effectively. She is quick to recognise when children may be hungry or tired and responds immediately to each child.
- The childminder helps children to make choices to support their learning. For example, children chose what activities to play with, help to tidy away when they are finished and are learning good independence skills in preparation for their move to school.
- Partnerships with parents are effective. For example, the childminder works with parents to establish similar behaviour management practices. Although the childminder communicates well with other early years settings, she does not yet work consistently with them to develop a joint approach to children's care, learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role and responsibility in protecting children who may be at risk of harm. She has fully comprehensive policies and procedures and shares these with parents. The childminder attends child protection training and is aware of the correct procedure to take should she have a concern about a child's welfare. The premises are secure and the childminder carries out daily checks of the indoor and outdoor environments to ensure they remain safe for children to use.

What does the setting need to do to improve?

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

- strengthen partnerships with other settings that the children attend, in order to consistently support a joint approach to their care and learning
- enhance children's knowledge and understanding of how to use technological

equipment to prepare them for future learning.

Setting details

Unique reference number	EY550744
Local authority	Surrey
Inspection number	10123476
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	4
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Dorking, Surrey. She operates Monday to Thursday from 8.30am to 5.30pm, term time only. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector
Susan Allen

Inspection activities

- The inspector considered the views of parents by viewing feedback questionnaires.
- The inspector observed the interactions between the childminder and the children.
- A range of documentation was looked at, including safeguarding policies and training certificates.
- The inspector spoke to the childminder about the activities she plans and how they benefit children's development.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has 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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