

Childminder report

Inspection date: 16 October 2019

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| 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 is kind and attentive. She has good systems to help children to settle in quickly and develop strong bonds with her. The childminder gathers lots of information from parents when children first start with her, to plan for their future development. Children behave well. The childminder helps children to learn about acceptable behaviour and how to deal with their own emotions and feelings. Babies and young children are gaining important independence skills, such as feeding themselves and holding their own cups and bottles. On occasion, the childminder does not fully build on young children's early awareness of good hygiene practices.

The childminder provides a safe home for children to play and learn. She is knowledgeable and dedicated towards her provision. Children are curious and engaged learners. They enjoy making their own choices in their play, and the childminder observes their changing interests to provide more challenges and experiences. The childminder helps children to build confidence and self-esteem. They are praised for their efforts and encouraged to try new things by themselves. Children persevere with tasks, and the childminder shows good initiative in not interrupting their play unnecessarily. She gives children time to explore and investigate in their learning. Children enjoy including the childminder in their play and spending time in her home.

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

- The childminder tracks and observes children's development. She is able to swiftly identify gaps in their learning to provide additional support if required. The next steps for their future progress are planned well, to help them to achieve to their fullest potential.
- Partnerships with parents are well established. Parents speak highly of the childminder and the care that she provides. The childminder supports parents with advice and ways in which they can help their children to continue to learn at home. The daily feedback and regular assessment reports help them to be involved in their children's achievements and successes.
- The childminder has worked well towards the recommendations from her last inspection. She understands the importance of successfully sharing information with parents, and activities are planned well to fully include all children.
- Children are learning about nature to further spark their curiosity of the wider world around them. They enjoy collecting natural items on their walks, which the childminder incorporates into her planned activities. For example, children enjoy placing conkers into a large pot and manoeuvring them around to make patterns on paper with coloured paint.
- The childminder successfully supports children's increasing communication and language skills. She introduces new words and sounds through many stories and

songs, and this helps children to increase their range of vocabulary.

- The childminder plans well for her continuous professional development to raise her knowledge and understanding to higher levels. She has strong partnerships with other childminders in the area to share ideas and suggestions, to help her to build on her practice.
- At times, the childminder does not help and encourage the youngest children to develop good personal hygiene practices and skills. For example, occasionally, she does not follow consistent hygiene routines to help them to build on their early awareness and skills.
- The childminder helps children to develop their early mathematical understanding effectively. For example, children enjoy trying to count coloured dinosaurs from their favourite stories and opening and closing zips in interactive books. They use large-piece jigsaws to problem-solve as they try to work out patterns and shapes.
- Children have opportunities to be physically active and to have access to fresh air and exercise. The childminder plans many outings in the community to build on children's wider social interactions. Children enjoy group times and visits to local nature trails and parks. Babies are supported and encouraged to help them to develop their first movements.
- Although the childminder strives to provide a high level of care, she does not use self-evaluation procedures effectively enough to clearly identify areas for improvement and consistently raise the overall quality of her provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a high regard for protecting the children in her care. She is confident about how she would identify potential signs and symptoms of abuse and the procedures she would use to report any concerns. This helps to ensure the welfare of children. The childminder has good policies in place that she regularly updates to display correct and informative details. She precisely records accidents and incidents which are shared promptly with parents. The childminder keeps her knowledge and understanding of wider safeguarding issues current. For example, she knows about extremist views and how to help children to gain an early awareness of online safety.

What does the setting need to do to improve?

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

- use self-evaluation procedures more effectively, to clearly identify areas for improvement and consistently raise the overall quality of the provision
- encourage and promote consistent personal hygiene practices with children, to help them to build on their skills and early awareness.

Setting details

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| Unique reference number | EY232648 |
| Local authority | Surrey |
| Inspection number | 10073094 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 to 6 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Date of previous inspection | 4 February 2016 |

Information about this early years setting

The childminder registered in 2003. She lives in Byfleet, Surrey. The childminder works Monday, Wednesday and Friday from 7.30am to 6pm throughout the year. The childminder has a childcare qualification at level 3.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- The childminder and the inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The inspector conducted a learning walk with the childminder around the areas of the home used for the childminding provision. The inspector took into account the written views of parents.
- The inspector sampled a range of documentation, including suitability checks and policies and procedures.
- The inspector observed the interaction of the childminder and the children and the impact the teaching has on their learning and development.
- The inspector spoke to the childminder about her professional development and how she evaluates her provision and her current areas identified for improvement.

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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