

# Childminder report

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Inspection date: 21 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	Not applicable
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and demonstrate that they feel safe and secure. The childminder forms good relationships with parents, who say they are very happy with the care their children receive. She and her co-childminder develop strong bonds with the children in their care.

The childminder's sensitive and encouraging approach provides a strong base for developing children's independence and increases their confidence in their own abilities. Children are motivated and show high levels of concentration. For example, they delight as they press buttons on programmable toys and explore a variety of instruments. They quickly understand that by shaking the instruments they can make different sounds. This excites young children's curiosity.

Children are cared for in a safe and secure environment. The childminder is vigilant. She completes daily risk assessments to ensure that the environment, resources and equipment are safe and suitable for the children to use. For example, the childminder ensures that young children access age-appropriate toys that stimulate their learning.

Children behave well. The childminder uses distraction effectively to prevent children from becoming upset or frustrated. She treats children with kindness and respect and helps them to learn about respecting and valuing the differing needs of their friends. This helps children to learn skills that contribute to their readiness for their next stage in learning, including school.

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

- Children develop good communication skills. They excitedly join in during song and music sessions and enthusiastically sing and copy actions to their favourite songs. The childminder is an effective role model. For example, she introduces children to a wide range of new words during their play. This supports children's growing vocabulary.
- The childminder provides children with a range of activities that support their understanding of the world. For instance, children collect apples from the tree in the garden. They learn about how the fruit grows and why apples go brown. The children enjoy the fruit at snack time and as an ingredient in cooking activities.
- Children have many opportunities to develop an understanding of a healthy lifestyle. For example, they benefit from regular outings in the wider community and develop their coordination and balancing skills using the nearby park equipment. This enhances children's good health and wider learning opportunities across all areas of the curriculum.

- The childminder attends to children's care needs effectively. She is quick to recognise when a child may be hungry, tired or in need of a cuddle, and responds well to their individual requirements.
- The childminder works in partnership with parents. She encourages parents to bring their children for settling-in visits before they start. The childminder gives parents verbal and written feedback about activities the children have done, to keep them informed about their children's progress and key achievements. However, parents are not fully encouraged to contribute to initial assessments of what their children can already do when they first start at the setting.
- Children make good progress and are working in the stages of development typical for their age. They show enthusiasm in their learning and are keen to participate in activities with the childminder. They show confidence in their own ability and thrive on the consistent praise they receive. Children are developing skills that help them to be ready for their eventual move on to nursery and school.
- The childminder reflects on her practice to identify areas to improve children's learning. However, she has not recently undertaken any professional development opportunities to continually improve her professional knowledge aimed at achieving exceptional outcomes for children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of her role in safeguarding children. She closely supervises children as they play in the house and on outings. The childminder knows how to identify if a child is at risk of harm, including from extreme views or behaviours. She knows what to do if she has a concern about children in her care and understands the procedure to follow if a referral is required. Her safeguarding policy further supports her good practice. This has a positive impact on children's welfare.

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

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

- develop more rigorous systems to involve parents in children's initial assessments when establishing starting points
- establish a targeted plan for continual professional development to enhance teaching and learning to the highest level.

## Setting details

<b>Unique reference number</b>	EY500985
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10089924
<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 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	17
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in January 2017. She lives in Worcester Park in Surrey. The childminder works with another childminder. They work from 7.30am to 6pm on Monday to Friday throughout the year, with the exception of bank holidays and four weeks' holiday.

## Information about this inspection

### Inspector

Joanne Allen

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning with the childminder.
- The inspector held discussions with the childminder at appropriate times during the inspection to understand how the early years provision and curriculum are organised.
- The inspector looked at children's records and evidence of suitability of the childminder.
- The inspector reviewed written feedback from parents of the children attending.

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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