

# 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

The childminder is kind and caring. She and her co-childminder demonstrate effective partnership working and together they provide a warm, nurturing environment for children to play and learn in.

Children develop secure attachments to the childminder, and this provides reassurance as they readily go to her for cuddles when they are tired or upset. They seek out the childminder to join in their games and sit closely with her during their play, clearly sharing positive relationships.

The childminder provides a broad range of learning experiences which motivate and engage children to learn. For example, younger children explore how they can mix paint to create different colours. They delight in picking and counting apples from the tree in the garden and talk about the changes they notice in the environment.

Children's behaviour is good. The childminder notices when the children take turns and share, and comments on positive relationships. She supports children's growing communication and language skills well. Children thoroughly enjoy listening to stories. During these activities, the childminder models new words and talks to children about the pictures they see. She praises children as they eagerly offer their comments and ideas. This helps to promote their understanding of language and encourages younger children to develop good early communication skills. All children make good progress from their starting points. They gain the skills they need for moving on to pre-school or school.

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

- The childminder plans a good range of activities that reflect children's interests and individual needs. For example, she takes children on outings to various places within the community either by car, bus, train or on foot. They visit local parks and soft-play centres and take trips to the beach and woodland area.
- The childminder works closely with parents to help support children's ongoing care and learning, for instance through daily discussions and the sharing of photographs and information about children's achievements. Parents comment positively about the childminder. They value the regular updates she provides to keep them informed about their children's key achievements.
- The childminder provides children with a wide range of nutritious, well-balanced snacks and home-cooked meals. Mealtimes are social events, where children sit together, talk and share stories with the childminder. Children are developing good independence skills.
- The childminder regularly praises children during daily play and routines, such as

washing and eating, to promote their self-esteem and confidence well. She encourages children to undertake simple tasks such as tidying away their toys, which supports them to look after their toys and gain a sense of responsibility.

- The childminder understands how children learn and gives thought to how to organise her environment to enable them to access the seven areas of learning. However, the childminder has not fully considered how to organise her resources and consistently tailor activities to enable older children to extend their learning to the highest level and to access resources independently throughout the day.
- The childminder improves children's mathematical skills effectively. For instance, she encourages children's counting skills as well as encouraging young children to explore and compare size, identifying 'bigger', 'smaller', 'shorter' and 'longer'.
- The childminder reflects on her practice and evaluates the effectiveness of her provision. She makes plans to improve her setting for the benefit of the children in her care. However, she does not consistently seek the views of parents and children to help her to evaluate her provision further and to drive continuous improvement.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs and symptoms that may indicate abuse to children. She knows who to contact should she have any concerns about a child's welfare. She has a good understanding of wider safeguarding issues, including the 'Prevent' duty guidance to help her protect children who may be at risk from extremist views. The childminder has suitable procedures in place and attends training to make sure her knowledge is up to date. She talks confidently about her policies and procedures and how these help to keep children safe.

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

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

- strengthen methods of evaluation to actively seek the views of all children and their parents, to help drive continual improvement
- review the accessibility of equipment to enable older children to consistently tailor their learning and make independent choices, to extend their learning to the highest level.

## Setting details

<b>Unique reference number</b>	EY501354
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10089925
<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 2017. She works jointly at the home of another childminder, which is in Worcester Park, Surrey. They work Monday to Friday from 7:30am to 6pm for most of the year, with the exception of bank holidays and four weeks' holiday.

## Information about this inspection

### Inspector

Joanne Allen

### Inspection activities

- The inspector completed a joint observation with the childminder.
- The inspector observed the interactions between the childminder and the children.
- A range of documentation was looked at, including safeguarding policies, training certificates and children's learning journeys.
- The inspector spoke to the childminder about the activities she plans and how they benefit children.
- The inspector took account of parents' views through their written comments.

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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