

# Childminder report

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Inspection date: 13 November 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 provides a warm, welcoming and homely environment where children feel safe and secure. Children have formed strong relationships with the childminder. Effective settling-in processes are in place and the childminder knows the children very well. She can confidently talk about their abilities, likes and dislikes and family backgrounds. She recognises what children can already do and identifies their next steps in learning accurately.

Children are very happy in the childminder's care and they enjoy spending time together. They enjoy making their own choices in play and show good engagement and concentration. For example, they spend long periods of time playing with the toy cars and garage, lining the vehicles up in the 'car park' and driving them down the ramps. Children's behaviour is good.

The childminder has high expectations for children's development and consistently promotes their early communication skills particularly well. She consistently introduces new vocabulary and models the correct pronunciation of words to support children's understanding. Children develop a love of books and enjoy listening to stories as the childminder reads to them. They show their preferences for their favourite stories and their knowledge as they name the key characters.

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

- All children make good progress in their learning and development. The childminder assesses children's progress accurately. She regularly observes children and has a good knowledge of their interests and next steps. She uses this information to successfully move them forward in their learning. Children are motivated to learn and are well prepared for their future learning.
- The childminder encourages children to explore early mathematics, such as counting, naming shapes and colours. She finds ways to promote their mathematical development by following their interests. For example, children confidently count different-coloured cars.
- The childminder supports children's literacy skills well. Children eagerly make marks using a range of mediums, such as drawing and painting. They give meaning to their marks and talk about what they have drawn.
- Children develop creativity and imaginative skills as they play. The childminder engages in animated role play with the children. Children learn about the importance of healthy foods as they buy fruit in the play shop. The childminder extends children's learning into daily routines where children have various healthy foods. However, on occasions, the childminder misses opportunities to develop their awareness of how effective hygiene practices contribute towards their good health.

- The childminder offers children plenty of praise and encouragement during play and she is committed to helping them feel good about themselves. Children respond by sharing their achievements with pride. They demonstrate good levels of self-esteem.
- Outdoor play and outings are an important part of the childminder's provision. Children benefit from a range of interesting learning opportunities and experiences. For example, they visit zoos, and enjoy visiting commons and woodlands. They learn about people whose experiences may be different to their own, for example as they enjoy local walks or travel on the bus.
- Parent partnerships and relationships with other early years professionals are effective. Parents have daily opportunities to share and exchange information about their children's progress. They comment appreciatively about the childminder. The childminder shares information about children's ages and stages of development to ensure all those involved with them provide a consistent approach.
- The childminder works collaboratively with other settings and the local school. She shares learning aims and achievements. This builds on what children are learning and helps them to continue to make good progress in all areas.
- The childminder reflects on the service she provides and asks parents for their views to support her in identifying areas she could improve. The childminder has also identified that she could seek a wider range of opportunities to enhance her professional skills and knowledge even further. However, she has not yet explored this as fully as possible.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises her role in keeping children safe, both while they are in her care and within other aspects of their lives. She talks confidently about the signs and symptoms of abuse and neglect to look for and knows the procedures to follow if she is concerned about a child. The childminder ensures her statutory training for paediatric first aid and child protection remain up to date. Thorough policies and procedures support her to ensure she keeps children safe. The childminder supervises children effectively. She monitors and reduces risks around the home to help 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:**

- provide more consistent opportunities for younger children to develop their awareness of how effective hygiene practices contribute towards their good health
- develop more specific plans to enhance professional development and drive the

quality of provision to the highest level.

## Setting details

<b>Unique reference number</b>	EY551105
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10126961
<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>	3 to 10
<b>Total number of places</b>	4
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017. She lives in Ashted, Surrey. She provides care Monday to Friday from 7.30am to 6pm in term time. She holds a childcare qualification at level 3.

## Information about this inspection

**Inspector**  
Kelly Lane

## Inspection activities

- The inspector viewed the areas used for childminding. She talked to the children, the childminder and her co-childminder at appropriate times throughout the inspection.
- The childminder and inspector completed a learning walk to understand how the setting and curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- A joint evaluation of an activity was discussed with the childminder.
- The inspector took account of the views of parents through written feedback provided.
- The inspector looked at a sample of documentation, including the evidence of the suitability of persons living in the household.

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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Manchester  
M1 2WD

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