

Childminder report

Inspection date: 5 December 2019

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 provides a warm and welcoming environment for children. She has a good understanding about children's individual interests and plans a challenging curriculum to build on their knowledge and skills. The childminder places a strong focus on developing children's literacy skills. Children benefit from a wide range of interesting books, in different languages, to nurture their interest in reading. Children readily share favourite stories with each other and enjoy taking these books home to share with their families. The childminder ensures that children develop good attitudes to learning. For instance, children are keen to learn and gain good attention skills. They persevere in new activities and develop a sense of personal achievement as they confidently master new skills.

The childminder provides a safe and secure environment for children. She recognises the uniqueness of each child and their family and works closely with them to promote children's care needs well. The childminder is kind and caring. She is a good role model and treats children with kindness and respect. In turn, children behave well. They are polite and courteous and develop good social skills. Children develop strong friendships with each other and show genuine kindness and concern for one another. The childminder offers children praise and encouragement. This helps children develop good levels of self-esteem and confidence, which supports them in gaining the skills for future learning.

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

- The childminder is qualified and experienced. She uses her good knowledge of the children she cares for to provide activities that interest children and support their learning well. This is particularly successful in developing children's good physical skills. For instance, the childminder teaches younger children how to use scissors to cut paper. She provides different-sized scissors and explains to children how to use them. Children persist at holding and using the scissors and are delighted as they cut paper confidently. This helps to develop children's small-muscle skills in readiness for writing when the time comes.
- The childminder introduces new language into children's learning well. For instance, as children sit for snack time, she teaches them about the names of new fruit and vegetables, such as 'okra'. However, sometimes, the childminder does not consider how she can use opportunities to encourage children to communicate their wants, needs and ideas more effectively.
- Partnerships with parents are very successful. The childminder works very closely with parents to support children to settle into new routines happily. Parents speak highly of the childminder and the good-quality care and learning experiences that she provides. The childminder has shared information from recent training she has completed with parents to help promote good bedtime

and sleep routines for children. These strong partnerships enable the childminder to work well with parents to promote children's continuous learning and care.

- The childminder helps children to learn about their own cultural heritage and those of their friends, to help broaden their understanding of the wider world. For instance, children recently celebrated St Martin's Day. They shared stories and took part in a lantern parade, as the childminder taught them about the festival. This helps to strengthen children's understanding of how they are unique in terms of the similarities and differences between themselves and their friends.
- Children develop strong bonds with the childminder and with each other. They benefit from the childminder's kind and calm approach to their care. Children respond well to her and develop secure and trusting relationships. This helps to support children's emotional well-being effectively.
- The childminder makes regular and precise assessments of children's progress to help her plan for what they need to learn next. She has begun to share information, with other early years settings that children attend, to help support them in moving to these new settings. However, the childminder has not used these relationships to help to provide ongoing continuity and support for children's learning experiences between the settings.
- Children gain good independence skills. The childminder actively supports children in learning how to manage some age-appropriate tasks for themselves. For instance, children learn how to prepare their snacks, pour drinks, put on wellington boots and coats and tidy away toys. Children learn how to manage some hygiene routines confidently, such as washing their hands before they sit to eat. These skills contribute to children being prepared well for their next stage in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her roles and responsibilities to keep children safe. She makes good use of the regular safeguarding training she undertakes to be able to identify potential child protection concerns. The childminder recognises when children may be exposed to extreme behaviours or ideology. She knows the action she would take, including how to report concerns, following her robust procedures. This helps to keep children safe and maintains their welfare effectively.

What does the setting need to do to improve?

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

- explore more ways to encourage children to communicate their wants, needs

and ideas more consistently

- work more closely with all other settings that children attend, to improve the continuity and support for children's learning experiences.

Setting details

Unique reference number	EY412221
Local authority	Surrey
Inspection number	10074513
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	19 January 2016

Information about this early years setting

The childminder registered in 2010 and lives in Godalming, Surrey. She provides care for children Monday to Friday, from 7.30am to 7pm for most of the year. The childminder holds a childcare qualification at level 3. She is able to receive funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- The inspector observed the childminder interacting with the children and the impact this had on children's learning.
- The childminder discussed an activity, and evaluated the learning that had taken place, with the inspector.
- Parents shared their written views of the childminder's practice with the inspector, who took account of their comments.
- Children and the childminder spoke to the inspector at convenient times during the inspection.
- The inspector checked the suitability of the premises used for childminding.

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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