

# Childminder report

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Inspection date:

26 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is good

Children demonstrate that they are emotionally secure within the setting, as they make independent choices in their play and are eager to join in with activities. The childminder is caring and nurturing. She provides a warm and welcoming environment where children feel happy and safe. Children have formed strong relationships with both the childminder and her assistant.

Children benefit from a rich and varied selection of toys and resources that support their learning across the curriculum. The childminder places a good emphasis on supporting children's mathematical development. For example, children enjoy filling and emptying containers, to help develop their skills in measurement, and they count and use numbers during their everyday play.

The childminder acts as a very good role model and has high expectations for all children's behaviour. She gives them an abundance of praise and gently reminds them that some behaviours are not acceptable. For example, when children hit others with a balloon, she gently reminds them that this is not nice. Children respond quickly and stop what they are doing, showing that they have a good understanding of the difference between right and wrong.

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

- The childminder forms positive relationships with children. She offers new children settling-in sessions to help them to become familiar with the environment and build early attachments. She gains information from parents about their children's care and learning needs when they first start. As a result, children settle quickly into the childminder's care.
- The childminder has a secure understanding of how children learn and develop. She provides a stimulating environment, and children benefit from a wide range of learning experiences. However, she does not always provide children with consistent interaction and support during activities.
- Children enjoy listening to familiar stories, songs and rhymes. They join in with the actions and point to familiar things within stories.
- The childminder enhances children's understanding through a range of activities. For example, children fill and empty containers with rice and pasta and learn to recognise that the pots containing pasta make a louder sound than those filled with rice.
- The childminder knows the children well and assesses their development closely. She plans for their next steps in learning effectively. She uses children's interests successfully to help engage them in a variety of experiences. However, when planning adult-led activities, the childminder does not check that her assistant fully understands the learning intentions, to enable him to build on children's

learning to the highest level as they engage in their play.

- Partnerships with parents are good. The childminder regularly engages with parents and frequently discusses children's progress with them.
- The childminder is committed to promoting children's health and well-being. Children benefit from healthy, nutritious meals and snacks and regular fresh air and exercise.
- The childminder is skilled in helping children to gain communication and language skills. For instance, she provides a commentary, models good conversational skills and introduces new vocabulary. Children repeat familiar words and phrases in response to the childminder's warm interactions.
- The childminder helps the youngest children develop good physical skills. For example, she holds their hands so that they can practise walking.
- The childminder focuses well on her ongoing professional development. She completes online courses and has regular discussions with other professionals, including her co-childminder and assistant, to help keep her knowledge and skills up to date.
- The childminder's assistant encourages children to explore different resources to help them to recognise change. For example, when children use blue and red transparent toys, he shows them that these colours create purple when they are placed together.
- Children benefit from regular visits to playgroups, parks and other local amenities. This helps extend their knowledge and understanding of the diverse lives and backgrounds of the people in their wider world.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in keeping children safe, including ensuring that her assistant understands how to recognise when a child may be at risk. She ensures that she keeps her safeguarding knowledge up to date through regular training. The childminder and her assistant are confident in identifying the signs and symptoms which may indicate that a child is at risk of harm, including wider issues such as how to keep children safe online. They know what to do and who to contact if they have any concerns.

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

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

- review and improve interactions with children during activities, to provide them with consistently effective support and challenges in their individual learning
- enhance the assistant's knowledge of the learning intentions behind activities, to enable him to build on children's learning to the highest level as they engage in their play.

## Setting details

<b>Unique reference number</b>	EY431587
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10108794
<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 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	11 February 2015

## Information about this early years setting

The childminder registered in 2011 and operates from her daughter's home in Egham, Surrey. She works with her daughter, who is her co-childminder, and her son-in-law, who is an assistant. The setting operates Monday to Friday from 8am to 6pm, for most of the year.

## Information about this inspection

### Inspector

Ingrid Howell

### Inspection activities

- A joint observation of an activity was completed with the childminder.
- The inspector asked the childminder and her assistant questions throughout the inspection to establish their understanding of how to safeguard children, and how they assess and plan for children's learning.
- The inspector observed the interactions between the childminder and the children and considered the impact on their learning.
- The inspector sampled documents, including evidence of paediatric first-aid training and public liability insurance.

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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