

# Childminder report

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Inspection date:

26 November 2019

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**Overall effectiveness**

**Good**

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 enjoy the time they spend in the childminder's home. They have formed strong attachments with the childminder and her assistant, and demonstrate that they are emotionally secure. Effective settling-in processes are in place and the childminder knows the children well. She can confidently talk about their abilities, likes and dislikes, and individual characteristics.

The childminder and her assistant have high ambitions for all children. They provide a wide range of good-quality resources to enhance children's learning and development across all areas of the curriculum. Children benefit from a language-rich environment, with numerous opportunities to build on their vocabulary. For example, they enjoy listening to songs and rhymes, and the childminder continually engages them in conversations. These positive interactions help to promote children's emerging communication and language skills.

The childminder and her assistant act as very good role models. They have a calm and consistent approach to managing children's behaviour. For example, they give children gentle reminders to help them to understand behaviours that are acceptable and those that are not. Children behave well, they demonstrate a positive attitude to learning and respond helpfully to the adults caring for them.

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

- Children show that they feel safe and secure as they happily play and explore in the childminder's homely environment. They are keen to engage with the childminder and take part in the activities she offers them. For example, they develop good physical coordination as they move with confidence and shake balloons filled with rice up and down.
- The childminder encourages children to explore a wide range of sensory experiences. For instance, children explore different materials, and the childminder uses words such as 'scrunch' to help to extend their vocabulary. Children also investigate plastic bottles that contain different items. They shake these up and down and listen to the variety of sounds they make.
- Children are eager to explore and investigate, and make good progress from their starting points. They enjoy listening to stories. Children engage in meaningful learning when the childminder introduces puppets and plastic animals relating to a favourite book.
- Partnerships with parents are very effective. The childminder builds positive relationships with them. She keeps in regular contact with parents throughout the day and shares photographs and observations of children's activities. She completes progress checks on children, which helps her to identify any emerging gaps in their learning. She uses this information to implement targeted

strategies to support children to progress further.

- Children develop a can-do approach and show good levels of independence. They have good opportunities to complete tasks, such as when they cut fruit with knives and wash their hands before meals.
- Children have plenty of rich opportunities to explore the outdoors. For example, they play in the well-resourced garden and develop their physical skills as they negotiate large apparatus. Children also benefit from visits to the stables to meet the childminder's ponies.
- The childminder works effectively with other professionals involved in children's care, including her co-childminder and her assistant. They regularly discuss children's progress and make suggestions on how they can support children's next steps. They communicate well with parents to find out what children already know and can do prior to attending the setting. This helps them to plan activities and experiences from the outset to help extend children's knowledge and skills further.
- The childminder undertakes regular training to enhance her skills further. She mentors and coaches her assistant to improve the quality of his teaching. However, at times she takes over the lead role and does not fully encourage him to evaluate and reflect on how he can improve his teaching skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant keep their safeguarding knowledge updated regularly through attending training courses. They can identify the signs and symptoms which may indicate that a child is at risk of harm. The childminder is also aware of wider safeguarding issues and who to contact if she is concerned about a child in her care. Children are supervised constantly, and the environment is checked daily to identify and eliminate any risks.

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

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

- strengthen the assistant's supervision and coaching arrangements to help raise the overall quality of teaching to a higher level.

## Setting details

<b>Unique reference number</b>	EY431609
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10108795
<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>	0 to 5
<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 lives in Egham, Surrey. She operates all year round from 8am to 6pm, Monday to Friday. The childminder works with a co-childminder and assistant.

## Information about this inspection

**Inspector**  
Ingrid Howell

### Inspection activities

- The inspector observed the interactions between the childminder, assistant and children and considered the impact on children's learning.
- The childminder and the inspector completed a learning walk and discussed how the childminder decides what children need to learn, how this is implemented and how she assesses their progress.
- A joint observation of an activity was completed by the childminder and the inspector.
- The inspector viewed 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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