

Childminder report

Inspection date: 16 January 2020

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

The provision is good

Children develop a strong sense of who they are and what makes them unique. They proudly talk about where their families come from. The childminder actively celebrates children's individual cultures and backgrounds. For instance, she reinforces the words children use in their second languages in the same effective manner she uses for the English version.

The childminder successfully promotes her strong ethos throughout her practice. She aims to build children's confidence and to help them become effective learners. Children have strong relationships with the childminder through which they feel secure. They frequently go to her for a hug before they eagerly return to their play. Children develop confidence in their own abilities. This is evident in their physical development as they enthusiastically take on challenges, such as tackling climbing equipment.

The childminder has high expectations for what children can achieve. She plans effectively to support children to develop further, even when they reach the typical outcomes for their ages. For instance, when toddlers are particularly confident in their communication and language skills, she provides activities which encourage them to describe a variety of different items. Toddlers learn and use a range of vocabulary to describe the ingredients they use to make pizza.

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

- Children demonstrate independence as they make confident choices about the resources they want to play with and find these easily in the childminder's well-organised environment. The childminder provides children with good opportunities to develop skills that will help them in the future. For example, they learn how to use a range of tools, such as cheese graters or knives, safely to prepare meals.
- Children focus intently on their play. They demonstrate this when they carefully balance blocks on the carriages of toy trains and attempt to get them around the track. They show perseverance and determination.
- The childminder skilfully supports children to develop speech and language skills. She provides rich opportunities for children to engage in conversation and consistently models high-quality language. For example, when children use tongs to put sweetcorn on their pizzas, she introduces new words, such as 'open', 'close' and 'squeeze'.
- The childminder interacts enthusiastically with children. She uses good teaching skills to promote their learning as she intervenes in their play. At times she uses well-worded questions to encourage children to develop their own thoughts. However, she is not consistent in this practice and does not act on all

opportunities to encourage children to fully consider how to solve problems that arise in their play.

- The childminder has an in-depth understanding of the children's home lives and backgrounds. She provides children with experiences that complement those they have at home to ensure they have a wide view of the world around them. For instance, she provides children with experiences of the countryside and involves them in nature hunts.
- The childminder develops strong relationships with children's families through which she involves them in children's learning. Parents share information of children's experiences and achievements with the childminder. This includes sharing the new words children have learned as well as involving the childminder in their cultural celebrations to help her understand their customs better.
- The childminder provides children with good opportunities to develop positive attitudes to healthy foods. For example, she engages them in cooking activities that involve a range of vegetables. Children learn to wash their hands before they cook or eat. However, the childminder does not fully support children to learn how to stop their germs spreading and why this is important.
- The childminder takes strong account of the views of children and parents to evaluate her practice. She notes the activities that children ask for and ensures she provides these. The childminder actively develops her knowledge and skills to enhance her practice. She recently attended training that supported her to improve the extent to which she listens to children's comments and uses these to extend their language.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge of how to safeguard children. She teaches them effectively how to manage risks in the home. For example, toddlers begin to learn how to use knives safely. Parents comment on the good understanding of road safety their children develop following the childminder's input. She empowers children to learn how to keep themselves safe. The childminder understands fully the signs that may indicate that a child's welfare is at risk. She is confident in her knowledge of how to act if a concern arises. The childminder updates her knowledge of safeguarding procedures in her local environment frequently to ensure that she recognises when changes in legislation occur.

What does the setting need to do to improve?

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

- offer children more consistent opportunities to extend their thoughts and to consider in depth their own solutions to problems that arise in their play
- strengthen children's understanding of the importance of hygiene routines and

how to prevent germs from spreading.

Setting details

Unique reference number	EY408855
Local authority	Surrey
Inspection number	10136604
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	23 November 2015

Information about this early years setting

The childminder registered in 2010. She lives in Horley, Surrey. The childminder provides care for children from 7am to 6pm Monday to Thursday all year round.

Information about this inspection

Inspector
Kerry Lynn

Inspection activities

- The childminder discussed with the inspector her ethos and how she promotes this.
- The inspector observed children engaging in play and activities inside. She discussed with the childminder the provision for outdoor play.
- Parents shared their views through written references that the inspector took into account.
- The inspector checked that statutory documentation is in place.
- The childminder reflected on her practice and children's learning when discussing an activity with the inspector.

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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