

Childminder report

Inspection date: 20 January 2020

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| 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 | Not applicable |
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What is it like to attend this early years setting?

The provision is good

The childminder provides a secure and caring environment. Children are happy and settled and form close bonds with the childminder. They have fun as they learn and are eager to try new things and investigate their environment. Children develop good communication and language skills. They enjoy listening to stories read by the childminder and enthusiastically copy the actions to their favourite songs, such as 'Head, shoulders, knees and toes'.

Children are motivated and show high levels of concentration and resilience. The childminder has high expectations of what all children can achieve. She uses her ongoing observations to understand children's level of achievement, interests and learning styles. The childminder incorporates their next steps in learning effectively into her planning. For example, children choose from a range of toys and resources that the childminder has purposefully selected to promote their learning. During child-initiated play, the childminder uses questioning to encourage children to deepen their thinking and to challenge their understanding further. She allows children plenty of time to immerse themselves in open-ended play.

The childminder encourages children to learn self-care routines. For example, she reminds children to wash their hands before mealtimes. Children engage in discussions about healthy food choices and this helps to enhance their understanding and awareness of healthy eating. They enjoy playing in the garden, where they have space to be physically active or rest and relax.

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

- Children's behaviour is good. The childminder places a strong focus on building children's social skills, to support their good behaviour and positive attitudes to learning. She treats children with kindness and respect and helps them to learn about respecting and valuing the differing needs of their friends. This helps children to learn skills that help contribute to their readiness for their next stage in learning, including school.
- The childminder supports children's early language skills well. For example, younger children extend their vocabulary well. They copy the childminder's speech and repeat new words that they learn. Older children use full sentences and engage in discussions with the childminder. This helps to promote children's understanding of language and encourages good early communication skills.
- Children enjoy counting and problem-solving during their play. However, the childminder does not always challenge children's understanding of a wider range of mathematical concepts, such as size and capacity.
- The childminder works in partnership with parents and other professionals. She gives parents detailed verbal feedback about activities the children have done

and shares regular information about children's achievements. Parents speak highly of the childminder and how well she supports children's learning. The childminder communicates well with early years settings and local schools. Where children attend two settings, the childminder ensures she shares valuable information about children's development to help create a consistent approach to their learning and development.

- The childminder keeps her knowledge and skills up to date. She meets regularly with other childminders to share good practice, to help her to plan effectively towards children's learning outcomes. However, she has not fully considered how to focus her professional development on raising the quality of her teaching to the highest level.
- Children have good opportunities to extend and enhance their learning. For example, the childminder takes children on outings to various places within the community. They visit local parks, and take trips to the zoo and the beach to increase their understanding of the world.
- The childminder promotes children's understanding of the natural world well and she talks to them about what they can see, hear and feel during activities. For example, children smile and engage in conversation as they explore and sort different colours of rice into pots using various tools, including scoops and funnels.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children who may be at risk of harm. She knows who to contact should she have any concerns about a child's welfare. She has a good understanding of wider safeguarding issues, including the 'Prevent' duty guidance which helps to identify people at risk of developing extremist views. The premises are secure and the childminder carries out daily checks of the indoor and outdoor environments to help to 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:

- make better use of everyday opportunities that arise to challenge children's early mathematical knowledge, such as capacity and size, even further
- identify further ways to focus professional development on raising the quality of teaching practice to the highest levels.

Setting details

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| Unique reference number | EY539140 |
| Local authority | Surrey |
| Inspection number | 10092680 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 to 8 |
| Total number of places | 5 |
| Number of children on roll | 5 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in March 2017 and lives in Epsom, in Surrey. She operates Monday to Thursday from 7am to 6pm all year round, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Joanne Allen

Inspection activities

- The inspector viewed the areas of the childminder's home used by the children inside and outside.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- Children's learning and developmental records were sampled, and the inspector tracked the progress of two children.
- The inspector completed a joint observation with the childminder to observe the quality of teaching.
- The inspector sampled written feedback from parents.
- The inspector reviewed a range of documentation, including policies and procedures, certificates, and the suitability checks of the childminder and those who live 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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