

Childminder report

Inspection date:

16 January 2020

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

The childminder provides a calm sanctuary for children to socialise at the end of a busy school day. She liaises with parents and the school and has strong after-school arrangements in place for older children who make their own way from school to her home. The childminder has a good relationship with the children who are happy, confident and sociable.

Children say how they feel comfortable with the childminder. They say they want to come to the setting and enjoy the homely environment. Children select their own activities, which supports their developing independence. There is a wide range of interesting and appealing things to do. Some children construct models, while others role play mummies and daddies. The childminder supports their play well. Children can complete homework or play educational games using the childminder's resources and equipment. This is well supervised to ensure that children are safe.

Children of all ages play harmoniously together and are polite to each other. The childminder supports children's behaviour in a manner consistent with the school and parents, meaning that children have a clear understanding of what is expected of them. The childminder knows the children well and provides them with thoughtfully planned opportunities and activities. Links with the host school are good. The childminder communicates effectively with teachers so that she complements children's learning in school.

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

- The childminder plans activities which help children to develop their skills further through fun and play. For example, children show high levels of concentration while using a variety of craft resources to decorate models they have been making.
- The childminder truly understands the needs of the children and their families who attend her setting. She knows precisely what is required to help children flourish, be that helping children make new friends, increasing their confidence in social situations, or simply developing resilience. She consciously considers the unique needs of each child and supports them well.
- The childminder is extremely reflective and strives to achieve a high-quality provision. She values attendance at training and uses what she has learned to strengthen her practice. She holds a current paediatric first-aid certificate and has completed recent training to refresh her knowledge of safeguarding. She is highly committed to making changes to her provision for the benefit of children.
- The childminder has an excellent understanding of how young children develop

and engages in high-quality interactions. For example, during play she explains the meaning of twins, triplets, quad and quintuplets.

- Relationships between the childminder and parents are a real strength. Parents' views and ideas are sought on how to make the setting even better. Parents are complimentary about the difference the childminder has made to their children. They comment on how well their children have settled in and how their confidence has improved.
- The childminder gives children's good health a high priority. She is fully aware of children's different dietary needs and ensures that the food she provides is healthy and nutritious. Children begin to develop good eating habits and table manners.
- The childminder teaches children to wash their hands before eating. Children know germs may be unseen on their hands and could be spread easily. The childminder teaches children good hygiene practices.
- Children develop very close attachments with the childminder. She is an excellent role model for the children. For example, she consistently encourages children to be polite and share. Children behave exceptionally well and understand how their actions effect others. The childminder encourages children's independence skilfully.
- Children learn and talk about the similarities and differences between people and their communities. They learn to respect and understand other people's beliefs. The childminder plans a variety of activities to help children have a better understanding of the world around them. For example, children learn where China is on the map and write their names using Chinese letters.
- Children and the childminder interact well together throughout the session. They have fun, laugh and share jokes as they play favourite games and talk about what they have done at the weekend.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains her safeguarding training to ensure she has an up-to-date understanding of this area. She is able to confidently and accurately describe categories and indicators of abuse. She has a good knowledge of what to do if she is worried about a child, and where to report concerns to. The childminder is aware of wider safeguarding issues, such as radical and extreme views of behaviours. This means that she is also equipped with the knowledge of what to be alert to and what action to take should concerns arise. The childminder makes sure that her home is safe and secure. This helps her to ensure children cannot leave unsupervised and unwanted visitors cannot gain access.

Setting details

Unique reference number	EY244635
Local authority	Surrey
Inspection number	10132608
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 to 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	25 February 2016

Information about this early years setting

The childminder registered in 2003. She lives in Brockham, Surrey. The childminder operates Monday to Friday, from 7.30am to 9am and 3pm to 6pm all year round.

Information about this inspection

Inspector

Susan Allen

Inspection activities

- The inspector spoke with the childminder, children and parents during the inspection and took account of their views.
- The inspector had a tour of the premises.
- The inspector sampled various policies and procedures, risk assessments and children's information.
- The inspector observed children engaging in set activities during the session.

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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