

# Childminder report

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Inspection date: 27 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

The childminder offers a warm, welcoming, caring and friendly setting where children are offered individual experiences to develop their full potential safely. For example, children explore ice and learn about animals that live in the cold, such as penguins and polar bears. They learn about snow and that an igloo is a house made out of ice. They are motivated and keen to learn.

The childminder is a good role model and children behave well. They begin to learn to follow instructions and learn about routines. Children play together and are starting to be aware of the feelings of others. This is evident when a children try to tickle and comfort a friend who becomes upset. The childminder encourages children to learn to share and take turns, for example when playing with the most popular toys.

The childminder provides time for children to socialise with others. Each day they take part in activities in the local community. They go to toddler groups where they participate in a range of activities. Children benefit from visits to farms, parks and the library where they get fresh air and exercise and learn about the world around them. Parents speak positively about noticing changes in children's confidence and the way they interact with others.

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

- The childminder promotes children's good health. She provides them with nutritious, home-cooked meals. Children enjoy strawberries, blueberries and bananas at snack time and readily access their drinks as they play. The childminder encourages them to try new tastes through a variety of foods.
- The childminder keeps up to date with mandatory training. She discusses practice and changes to legislation with other professionals to build on her knowledge.
- Children's well-being and emotional health are a priority to the childminder. She focuses her attention on promoting children's confidence and self-esteem. She speaks to them about their feelings and offers praise and sensitive reassurance.
- The childminder supports children's communication and language development effectively. She encourages them to develop an interest in books and shares stories with them. She reads a book about farm animals and makes the relevant animal noises, and children copy her, laughing and smiling. The childminder reads a book about dinosaurs and children learn that a flying dinosaur is called a pterodactyl. She extends their vocabulary well.
- The childminder works effectively with parents. There is a two-way flow of information about children's development and any issues are resolved promptly. This ensures that any gaps in children's development are swiftly identified and

addressed, and they develop the skills they need for the future.

- The childminder reflects regularly on how to improve her setting. She seeks parents' views through twice-yearly questionnaires and via her weekly newsletter. The childminder speaks to children to gain their likes and dislikes, and older children also complete questionnaires. She works in partnership with parents to meet children's dietary preferences through a shared menu.
- The childminder encourages children to respect each other. She teaches them about simple rules, to listen to each other and share and celebrate each other's differences and similarities. The childminder celebrates festivals such as Chinese New Year and Australia Day. Children learn about different countries and diversity in a variety of ways, such as role play, food tasting and craft activities.
- The childminder promotes children's mathematical understanding well. This is demonstrated as she talks about numbers and what they look like. Children begin to recognise some numbers and quantities. The childminder successfully uses what she knows of children to develop their knowledge.
- The childminder provides a range of interesting resources. Children begin to develop their concentration and are motivated and excited to learn. However, due to a recent house move, the childminder has yet to fully develop and organise the play space to further support children's learning.
- Since the last inspection, the childminder has created a range of opportunities to develop children's understanding and skills in using technology. For example, she has purchased new resources, such as a computer tablet and remote-controlled cars and programmable toys. This supports children's understanding of technology well.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge about child protection up to date. For example, she regularly refreshes her knowledge of safeguarding procedures. The childminder maintains her first-aid qualification, which helps to safeguard children in the event of an accident or injuries. She knows what to do and who to contact if she has a concern about a child's welfare. The childminder is aware of wider safeguarding issues, such as radicalisation and extremism. She ensures that children are kept safe from harm. All aspects of their care are risk assessed and action is taken to minimise or remove any risks.

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

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

- develop the environment and organisation of the play space to ensure children get the very best from their learning.

## Setting details

<b>Unique reference number</b>	EY477815
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10136754
<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 5
<b>Total number of places</b>	3
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	20 July 2016

## Information about this early years setting

The childminder registered in 2014 and lives in Walton on Thames, Surrey. She operates Monday to Wednesday, from 8am to 6pm, for most of the year. The childminder has qualified teacher status.

## Information about this inspection

**Inspector**  
Susan Allen

### Inspection activities

- The inspector observed the interactions between the childminder and children.
- Written and verbal views of parents were taken into consideration.
- A tour of the home was completed with the childminder. The inspector observed the impact of teaching on children's enjoyment and development.
- The inspector held a number of discussions with the childminder and looked at relevant documentation.

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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