

# 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	Met
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## What is it like to attend this early years setting?

### The provision is good

The childminder provides a homely and nurturing environment that successfully supports children's emotional development. Children feel safe and secure and have a strong attachment to the childminder. The childminder talks to children and introduces new words during their play. For instance, she models words such as 'taller' and 'shorter' as children carefully use bricks to build towers. The childminder encourages them to respond, using eye contact, pointing and simple words. This helps to support their developing language and communication skills.

The childminder has high expectations for all children. She is a good role model and has clear rules and boundaries in place. Children behave well and the childminder teaches them right from wrong from an early age. She supports children to understand their feelings and emotions. The childminder invites children to join in familiar songs and rhymes. Children enjoy participating, particularly with the action rhymes where they guess the missing word.

Children explore a variety of age-appropriate resources and develop their independence as they make choices about what to play with. For instance, children demonstrate positive attitudes to learning as they confidently fit shapes into shape sorters and recite numbers during their everyday play.

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

- Children enjoy a wide range of experiences that help them to learn about the world around them and different people. For example, children learn about a variety of festivals and celebrations. They attend regular groups, visit local attractions and enjoy walks in the local community.
- Relationships with parents are good. The childminder keeps parents informed about their child's day and what they are learning. Parents are happy with the care and education the childminder provides and speak highly about the childminder and her setting. However, the childminder has not fully established systems to liaise with other settings that children attend. As a result, some information about children's development is not regularly shared to provide consistent support for their care and learning.
- The childminder's enthusiastic interaction means that children have lots of fun and sustain their engagement in activities. For instance, they delight in dancing energetically to music together. Children learn to move to the beat of the music and find new ways to move their body and develop their coordination.
- The childminder has high expectations for children's behaviour. She provides gentle reminders of what is expected. This helps children to develop a sense of right and wrong.
- The childminder follows children's home routines for sleeping and eating. She is

flexible in her approach, ensuring that children's needs are met. The childminder is in tune with children's changing moods, recognising when they become tired and cuddling them as they start to wind down ready for sleeping.

- The childminder regularly reflects on her practice and the experiences she provides for children. She keeps her knowledge up to date through attending training and regularly meets with other childminders. She uses knowledge gained from training to influence her practice. For instance, recent training has improved her knowledge of how to successfully support children's behaviour.
- The childminder knows the children in her care well. She takes time to settle new children into the setting and finds out a range of information from parents before children start. For example, the childminder asks parents about children's routines, likes and dislikes and what they can do. She uses this information to support children's learning from the beginning.
- The childminder uses daily routines to support children's learning and development. For instance, she chats to babies as she changes their nappy and encourages them to vocalise. The childminder encourages children to make healthy choices. Children develop their independence when they make choices from a range of healthy snacks.
- The childminder knows the children well and links activities to their interests. For example, she uses a range of building blocks to consolidate children's early counting skills. However, children's communication and language skills are not consistently promoted. Some children frequently have their dummy comforter in their mouths throughout the day. This means they cannot always say words clearly or learn to pronounce them correctly.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibilities to keep children safe. She keeps up to date with current requirements through regular training and is aware of wider safeguarding issues. The childminder is confident with the procedures to follow should she have any concerns about a child's welfare. She supervises children well throughout the day and maintains a safe environment. The childminder knows how to identify and minimise risks. For example, she has clear rules for children to follow at home, when walking along the road and going to busy places.

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

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

- strengthen children's spoken language by exploring ways to overcome particular difficulties, such as the reliance on dummy comforters, so that all children are encouraged to pronounce words correctly and use their communication skills in a

range of situations

- persevere with developing relationships with other settings that children also attend to ensure continuity in their care.

## Setting details

<b>Unique reference number</b>	EY460581
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10132635
<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 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	1 December 2015

## Information about this early years setting

The childminder registered in 2013. She lives in Guildford, Surrey. The childminder works Monday, Tuesday, Thursday and Friday, all day, for most of the year. She holds a relevant childcare qualification at level 4.

## Information about this inspection

### Inspector

Sarah Richards

### Inspection activities

- The inspector spoke to the children and read written feedback from parents.
- A joint observation was carried out by the inspector and the childminder.
- The inspector toured the areas of the home available to children and completed a learning walk with the childminder to discuss the organisation of the provision.
- Discussions were held between the inspector and the childminder at appropriate times during the inspection. The inspector viewed relevant documentation, including evidence of the suitability of all adults living on the premises.

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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