

# Childminder report

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Inspection date: 28 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 has a wealth of experience caring for children. She offers a homely and welcoming environment where children receive a good level of emotional support and reassurance. Her kind and nurturing approach helps children to settle well and feel safe and secure in her care. Babies listen and respond positively to her. Children confidently explore the environment and readily go to her for cuddles when they need reassurance. Older children ask for help when they need it and the childminder responds appropriately. The childminder teaches children to be polite and encourages them to keep trying. This helps them to develop resilience. Children learn to be kind and considerate to others. This is evident when older children play music for a younger child and include her in their play.

Children say they are happy and enjoy their time with the childminder. Parents comment on the childminder's 'warm and friendly approach' and how their children are 'safe and well cared for' and have 'flourished in confidence'.

The childminder knows the children well and provides a range of activities and resources that support their interests. Children are engaged and motivated in their play. The childminder provides opportunities to extend children's learning with visits to local toddler groups, soft-play centres and the farm. This helps to develop children's social and physical skills.

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

- The childminder is effective in supporting children's understanding of how to keep safe. For example, older children are taught to be mindful as they play with toys with small pieces which could be hazardous to younger children. The childminder teaches children how to tidy up and to minimise any trip hazards well.
- Children develop a love of books and reading. They enjoy choosing their favourite stories and there is a selection of dual-language books. Most children's communication skills are developing appropriately. However, the childminder sometimes misses opportunities to fully support those children who learn English as an additional language.
- The childminder has high expectations for children's behaviour and conduct. She explains how she maintains a positive approach and uses strategies consistently when inappropriate behaviour is identified. Children have a positive attitude to learning.
- The childminder shares information with parents effectively. She seeks the views of parents and children and works with them to identify areas to improve. The childminder provides a flexible childcare service that meets the differing needs of children and their families. She liaises with parents to establish information

about children so that she can meet their needs from the start. However, she does not make use of all opportunities to strengthen her knowledge or continue her professional development effectively enough to further raise the quality of her teaching.

- The childminder has a range of resources and supports children to express themselves. This is evident when older children dance and move to music they enjoy and smile and laugh. Younger children copy the movements of action songs, such as touching their head, mouth and nose, and clap their hands with joy.
- Children are generally prepared well for school. They develop the skills they need for writing as they make marks and practise using their hand muscles to pick up smaller resources. The childminder encourages children to be independent from a young age. They are encouraged to develop self-care skills, such as putting their own coats and shoes on and wiping their own face and hands.
- Since the last inspection the childminder has planned improvements to the outdoor area. Children enjoy playing with a suitable range of age-appropriate resources. They learn how to operate toys that help them to broaden their skills in making decisions and solving problems, helping them to sustain good progress.
- The childminder supports children's understanding of diversity well. Children learn about different festivals, such as Chinese New Year. The childminder teaches children to share, take turns and respect each other. They learn good manners and begin to understand differences. For example, children use role-play equipment and read books that help them to have a better understanding of different countries and cultures.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with mandatory training. She maintains her first-aid qualification, which helps to further safeguard children in the event of any accidents or injuries. The childminder understands her responsibility to keep children safe. She knows the processes to follow and the professionals to inform if she has any concerns about a child's welfare. The childminder completes daily checks to reduce hazards and provide a safe environment for children to play. Older children learn about crossing the road safely. Younger children learn about safety and the importance of wearing seat belts and being strapped into the buggy and highchair.

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

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

- strengthen professional development and focus on ways to reach the highest standards of practice and keep up to date with new legislation and guidance
- make the most of opportunities to help children who learn English as an additional language to contribute to conversations and build on their communication skills.

## Setting details

<b>Unique reference number</b>	122388
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10136242
<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 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	6 April 2016

## Information about this early years setting

The childminder registered in 1997. She lives in Walton-on-Thames, Surrey. The childminder operates 7.30am to 6pm, Monday to Thursday, for most of the year. She holds an appropriate childcare qualification at level 3.

## Information about this inspection

### Inspector

Susan Allen

### Inspection activities

- The inspector viewed feedback from parents, and took their views into consideration.
- The childminder gave the inspector a tour of the home, and explained how she organises the curriculum to support children's learning.
- The inspector looked at relevant documentation and held discussions with the childminder to assess how she safeguards children.
- The inspector observed the interactions between the childminder and children.

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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