

Childminder report

Inspection date: 6 February 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 | Outstanding |
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What is it like to attend this early years setting?

The provision is good

The warm and nurturing childminder is committed to offering high-quality care to children and their families. She has high expectations of what children can achieve and consistently encourages them to do things for themselves. Children grow increasingly independent in the well-resourced environment. They are inquisitive and very eager to explore the childminder's home to select toys and resources for play and learning. Children's personal care routines are particularly well supported. For instance, young children confidently cut their own fruits for snack time and demonstrate high levels of control as they drink from open-topped cups.

The childminder provides a safe and friendly environment, promoting equality throughout her practice. Children are settled, content and their personalities shine; they are visibly happy and well behaved. For example, they listen carefully to the childminder's ideas and are excited to share their play with her.

The childminder is particularly skilled at supporting children's early communication skills. She consistently models new vocabulary and clearly pronounces words as she speaks to children. This supports their knowledge and understanding. For example, she introduces the names of toys as she hands them to children and talks about them going 'round and round' and 'backwards and forwards' as they play.

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

- Children enjoy opportunities to explore creative materials and experiment with mixing colours. For instance, the childminder models the names of each colour as she squeezes out the paint, and points out the new colours that are made as children mix them together. Children develop good early mark-making skills.
- The childminder introduces early mathematical knowledge well, including of numbers, colours and shapes. For example, she counts toys as children pick them up, models the words for colours and points out shapes in their activities.
- The childminder understands children's levels of development and is skilled at supporting their behaviour. She is a strong role model and provides lots of praise and reassurance to help children to gain high levels of self-confidence.
- Secure settling-in arrangements support the individual needs of children particularly well. The childminder is committed to supporting children to build strong emotional bonds. She is flexible and sensitive in her approach when children join her setting. For example, she offers parents a home visit prior to children starting and gathers information from parents about their child's learning and care needs.
- The childminder is committed to her ongoing professional development. Since her last inspection, she has attended a wide variety of training, as well as watching webinars and reading research about child development. For instance,

she has attended training in developing effective interactions with children to support them to progress their knowledge and understanding and to establish higher expectations of their development.

- The childminder plans a wide variety of opportunities for children to learn about their local community and the world around them. For instance, children enjoy visits to local parks and nature reserves, as well as opportunities to borrow books from the library and to purchase items in the local supermarket.
- The childminder knows and understands the early years foundation stage goals very well. She has a strong understanding of children's development and plans next steps which support them to make good progress from their starting points. The childminder effectively plans around children's individual interests and abilities. However, there is scope to develop further the use of careful questioning to capture children's attention during activities for more significant periods of time.
- The childminder has good relationships with parents. Parents speak highly of the childminder. They comment on how confident their children become in social situations and the high levels of independence they develop. They compliment the childminder for being 'professional, organised and diligent'.
- The childminder shares good-quality resources with parents to support home learning. For example, she creates home-made singing bags to support parents to develop children's literacy skills at home. However, she does not make the most out of opportunities to share information with other settings that children attend to provide continuity in their learning and development

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and indicators that children may be at risk of abuse, neglect and wider safeguarding issues. She regularly attends child protection training to ensure that her knowledge is up to date. She knows the procedures to follow if she has a concern about a child's welfare. The childminder has secure systems in place to accurately monitor children's attendance and keeps precise records of any visitors attending her home. She recognises how important regular attendance is for children to make progress in their learning, and for keeping them safe.

What does the setting need to do to improve?

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

- enhance partnership working with all other settings that children attend, to build up a greater knowledge of how children are learning and developing
- use opportunities that arise to use questioning to challenge children further and extend their engagement in activities to the highest level.

Setting details

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| Unique reference number | EY432028 |
| Local authority | Surrey |
| Inspection number | 10136680 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 to 3 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Date of previous inspection | 18 April 2016 |

Information about this early years setting

The childminder registered in 2011. She lives in Weybridge, Surrey. The childminder operates her service from 7.30am to 6pm, Monday to Thursday, all year round. The childminder holds a relevant early years qualification at level 2.

Information about this inspection

Inspector

Nicola Edwards

Inspection activities

- The childminder gave the inspector a tour of her premises and explained how the early years provision was organised.
- The inspector took account of parents' views through their written feedback.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector observed children's play and the childminder's interactions during activities.

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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