

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 | Good |
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What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time with the caring childminder. They seek her out for cuddles and reassurance before going to explore the home-from-home setting. The childminder has a good selection of toys and resources. Children have opportunities to explore simple technology. They press buttons on electronic toys and watch in awe as they light up and play music. This helps children to develop their interest in making sense of how things work and why things happen.

The childminder has high expectations of children's behaviour. Children behave well and are kind to each other. Older children show genuine care and concern for their younger peers. They show good levels of independence through daily routines, such as when putting on their shoes and coats and during snack times and lunchtimes.

The childminder responds sensitively to babies to ensure their needs are met promptly. For example, she notices when they are tired or hungry or if they just need a cuddle. This helps to promote the close attachments that children have developed with the childminder and provides children with continued emotional security. Children invite the childminder to join their play, which shows the good relationship they have with her.

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

- Children are well behaved. The childminder helps children to understand the importance of sharing and taking turns. Children enjoy the praise and encouragement that the childminder offers. This helps to develop their self-esteem and confidence.
- The childminder takes children on regular outings in the local community. Children develop their large-muscle skills as they regularly visit places such as parks and toddler groups. The childminder regularly meets with other childminders and their childminded children. This helps to develop children's social skills.
- The childminder allows children plenty of time to explore the resources inside and outdoors. She observes children well and offers appropriate support during their play. However, she does not always extend children's learning or offer appropriate levels of challenge. For example, when older children show interest in writing their name, she does not ensure they have an opportunity to try for themselves.
- Children develop an understanding of the importance of living a healthy lifestyle. The childminder provides them with a range of healthy snacks. She uses these opportunities to give consistent messages to children about making healthy choices.

- Partnership working with parents is well established. There is effective communication between the childminder and parents overall. For instance, the childminder keeps parents informed about their child's progress and shares daily information with them when they collect their child.
- The childminder is a good role model for the children. She is consistently calm and polite, and children respond with good behaviour. She listens to them with interest and encourages them to share their thoughts and opinions. However, due to her enthusiasm, the childminder occasionally asks questions too quickly or gives the answers. This means that children do not always have the time to think things through and respond, such as when asking children what they think the weather is like.
- Children have opportunities to develop their early mathematical knowledge through their play activities. They count the number of pins they knock down while 'bowling' in the garden. The childminder spontaneously uses positional language. She encourages children to talk about the toy animals and dinosaurs they play with being 'above' or 'below' and 'bigger' or 'smaller'. This increases children's early mathematical awareness.
- The childminder helps children to learn about the world around them. For example, she shows them a cobweb under the table, pointing out how it is built and encouraging them to look for the spider that made it.
- The childminder celebrates children's uniqueness. She promotes children's language and communication skills effectively, including those children who speak English as an additional language. She introduces new vocabulary, including descriptive words, and repeats phrases to support children's understanding.
- Younger children enjoy exploring different textures. They concentrate as they fill and empty containers, scooping up the oats. The childminder introduces children to new words to help describe the feel of the cereal, such as 'flaky'.
- The childminder gathers information from parents and carers about their children's interests and care routines at home. This helps her to support children's individual needs. She shares information with parents about children's achievements when they are in her setting. This contributes to parents' knowledge of their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended safeguarding training to update her knowledge of wider child protection issues and practice. She understands her responsibilities to keep children safe from harm. The childminder knows what to do and who to contact if she has a concern about a child in her care. The childminder regularly assesses her home and garden for potential risks or hazards. She keeps her home clean and tidy and ensures that it is secure for children to play. The childminder implements appropriate procedures for dealing with accidents and injuries.

What does the setting need to do to improve?

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

- offer a more consistent level of challenge to children during activities to extend their learning as fully as possible
- provide further opportunities for children to develop their thinking, allowing them more time to answer questions and express their ideas.

Setting details

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| Unique reference number | EY219044 |
| Local authority | Surrey |
| Inspection number | 10073050 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 to 6 |
| Total number of places | 6 |
| Number of children on roll | 8 |
| Date of previous inspection | 8 March 2016 |

Information about this early years setting

The childminder registered in 2003 and lives in Walton-on-Thames. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nina Lambkin

Inspection activities

- A discussion was undertaken with the childminder, and the inspector looked at relevant documentation, including policies, children's learning information and evidence of the suitability of household members.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The childminder showed the inspector around her home and explained which areas she uses when looking after children.
- The inspector spoke to the childminder about the activities that she plans and how these benefit children's learning and development.
- The inspector obtained feedback from parents and took account of their views.

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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