

# Childminder report

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Inspection date:

6 February 2020

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Good

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

### This provision meets requirements

Children enjoy the time they spend with the childminder before and after school. She provides a warm, caring and safe environment. Children independently select what they would like to play with and concentrate on their chosen activities. The childminder is a good role model and has high expectations of children. Children behave well and are polite and courteous. They share the resources with the childminder's own children and show concern when others are upset.

Children say that they enjoy their time with the childminder. They are eager to join in the activities on offer because the childminder takes account of their interests. For example, she provides them with a range of resources to create a birthday picture for a friend. They express their ideas and intentions with confidence. The childminder gives high priority to making sure that children are happy and settled. Children have a strong sense of belonging. They are confident to talk about their school day, friends and family.

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

- Children's safety and well-being are strongly promoted. The childminder ensures that her home is clean and risks are minimised. For example, she ensures children walk sensibly on the stairs and that the gate at the top is securely locked.
- The childminder recognises the need for strong partnerships with parents and other professionals to help children to achieve and progress. She knows how to access support and guidance should she need to. She shares information with teachers at school when she drops off and collects children, and with parents at the end of the day.
- Children quickly settle after school at activities that are appropriate for their age. For example, they use their imagination well and extend their mathematical knowledge as they serve 'pizza' for tea. They recall their favourite toppings and kindly ask the childminder which toppings she would like too. Children talk about cutting the pizza in half, so they can share it with the childminder.
- Children enjoy sharing their school reading book with the childminder. She gives them time to read, recognising the importance of giving children opportunities to think and try for themselves before helping them to sound out the letters. The childminder praises their efforts and records their progress in their school reading diary.
- The childminder understands how to support children to develop healthy lifestyles. She provides healthy snacks and meals before and after school. She makes sure there are plenty of opportunities for children to have physical exercise on the way home from school, such as walks by the river or playing at

the park.

- The childminder is reflective towards her practice. For instance, she recognises the need to precisely plan for further professional development opportunities to help raise all areas of her provision to the highest possible standards.
- Independence and self-care skills are promoted well for school-age children. The childminder sensitively checks if they need help and reminds them to call her if they want to.
- The childminder talks to children in a kind and positive manner and is a good role model for behaviour. She teaches children to share, take turns and be kind to each other. As a result, children play cooperatively together. Children willingly help with small tasks, such as tidying away their toys before they go home.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding issues, including child protection. She is able to recognise possible signs of abuse. She keeps her safeguarding knowledge up to date and knows how to report any concerns about a child's welfare. The childminder thoroughly risk assesses the areas used by children and supervises children in her care well. Suitable policies and procedures to protect children's welfare are regularly reviewed, updated and implemented effectively.

## Setting details

<b>Unique reference number</b>	EY429580
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10066221
<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>	4 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	22 October 2015

## Information about this early years setting

The childminder registered in 2011 and lives in Walton-on-Thames, Surrey. She operates before and after school during term time only, Monday to Friday. The childminder works with her husband, who is her assistant.

## Information about this inspection

### Inspector

Nina Lambkin

### Inspection activities

- The childminder shared her knowledge of the requirements of the early years foundation stage with the inspector.
- The childminder showed the inspector her home. They looked at and discussed the toys and resources available for childminding.
- The inspector checked registration and insurance documents, and the childminder's paediatric first-aid qualification.
- The inspector sampled a range of documents, including planning and progress checks, and discussed the childminder's policies and procedures with her.
- The childminder explained her process for self-evaluation and her areas identified for improving practice.

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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