

Childminder report

Inspection date: 10 February 2020

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 caring childminder knows her children well. She has a secure understanding of the early years foundation stage and provides a varied environment where children are keen to explore and make choices about their learning. She has high expectations of what children can learn. Children make good progress from their starting points and are supported to develop the skills needed for the next steps in their learning.

The childminder promotes positive behaviour effectively, and consistently communicates clear expectations and boundaries. This helps children to feel safe and secure. Children are visibly happy, listen attentively and concentrate very well. They develop high levels of self-esteem and confidence. For instance, they proudly hold up their artwork and explain to visitors what they have drawn.

Children enjoy selecting books and develop a love of reading. They are eager to snuggle up with the childminder to share their favourite stories and enjoy talking about what they can see. The childminder is a strong role model. She models language clearly and introduces new vocabulary well. For example, children are excited to find out about millipedes and discuss that they have 'lots of legs'.

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

- The childminder has secure systems to observe, assess and monitor children's development. She has a good understanding of each child's development across the seven areas of learning. However, she has identified that there is scope to extend the ideas provided to parents to support children's home learning even further.
- Children are keen to explore resources and develop strong fine motor skills. This supports the development of hand muscles for early writing skills. Children are enthusiastic learners and are keen to observe one another and try new ideas. For example, they enjoy modelling play dough to form the letters of their names and use tools such as scissors with increasing confidence.
- The childminder develops children's mathematical and problem-solving skills well. She incorporates knowledge of counting, colours and shapes throughout activities. For instance, she encourages children to compare which toys are 'bigger' and 'smaller' and to place them in size order. However, sometimes, the childminder misses opportunities to provide more challenges to help extend older children's learning even further.
- Children particularly enjoy opportunities to take part in creative activities. For example, they are keen to make Valentine's cards and delight in talking about who they will share them with. Children practise and strengthen their literacy skills. They are keen to practise writing the letters of their name and have good

control and coordination.

- Parent partnerships are strong. The childminder is dedicated to developing effective relationships with parents to ensure that there is a good two-way flow of communication. Parents speak highly of the childminder and comment that their children 'love' their time at the setting. They praise the good support and trusting relationships that they form with the childminder.
- The childminder has a strong working relationship with her co-childminder. They evaluate their service on a regular basis to help them identify areas for improvement. The childminder is committed to her ongoing professional development and she attends a wide variety of courses. For example, since her last inspection, she has attended training in working with one- and two-year-old children, which has helped her to expand the range of resources and activities provided.
- Effective settling-in systems support children to develop strong relationships with the childminder. Settling-in sessions are carefully adapted to meet children's individual needs. This helps children to feel emotionally secure from the outset. Care routines are sensitively supported, and children are eager to play with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of child protection issues. She continues to attend regular training in safeguarding. She has a secure understanding of the signs and indicators that suggest a child may be at risk of abuse, neglect or being drawn into extreme behaviours or ideas such as female genital mutilation or radicalisation. She understands her responsibility to report any concerns about a child's safety or well-being. The childminder implements effective policies and procedures to keep children safe and shares these with parents.

What does the setting need to do to improve?

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

- provide further learning opportunities for children to use their thinking and problem-solving skills during their play to extend their learning as fully as possible
- enhance ways in which information is shared with parents to encourage home learning even more effectively.

Setting details

Unique reference number	EY385650
Local authority	Surrey
Inspection number	10108710
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 3
Total number of places	5
Number of children on roll	6
Date of previous inspection	21 May 2015

Information about this early years setting

The childminder registered in 2008. She works in West End, Woking in Surrey. The provision operates Monday to Thursday, from 7.30am to 5.30pm, all year round. The childminder works with a co-childminder.

Information about this inspection

Inspector

Nicola Edwards

Inspection activities

- The inspector talked with the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact it had on children's learning.
- The inspector undertook a learning walk and discussed how the childminder organises her early years provision.
- The inspector read feedback from parents and took account of their views.
- The childminder provided evidence of her suitability and qualifications.

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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