

# Childminder report

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Inspection date: 7 February 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

Children are safe, happy and well cared for in this relaxed, home-from-home environment. They develop strong bonds with the childminder and each other. They show that they feel comfortable and secure as they snuggle into her for cuddles and seek her interactions throughout the day. This supports their emotional well-being effectively. Children show confidence as they make independent choices in their play. They benefit from the childminder's calm and caring approach, and relish in the praise they receive as they successfully complete shape-sorting activities.

The childminder is a positive role model and has high expectations for all children. Children behave very well and are beginning to understand what is expected of them. They are learning to follow 'house rules' from an early age, supporting them to understand boundaries and make decisions about what is right and wrong. They benefit from prompts to say 'please' and 'thank you' and enjoy helping to tidy up. Children have an array of opportunities to play with other children who are similar in age. They visit local playgroups and soft-play sessions, which helps to develop their social skills.

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

- The childminder enthusiastically joins in as children play, using opportunities to extend their learning even further. She provides age-appropriate commentary and demonstrations so that children can be independent and complete tasks for themselves. Children show determination to complete puzzles and are beginning to help with tasks such as handwashing.
- The childminder plans an exciting curriculum that takes into account children's interests and abilities. She encourages them to play together and provides a range of opportunities to build on their existing knowledge. For instance, children are curious to explore the treasure basket, and delight at the sounds made as they excitedly shake rice bottles. The childminder skilfully introduces musical instruments into song time, and children eagerly shake their maracas and ding their triangles.
- The childminder observes children regularly and makes accurate assessments of their learning and development. This helps her to understand the needs of the children and plan for their next steps. However, the childminder does not consistently collect information from parents about what their child can do when they join. As a result, starting points are not clear to ensure children make the best possible progress.
- The childminder regularly evaluates her provision, seeking ways in which she can improve. She attends training courses to enhance her knowledge and has recently completed training to improve experiences for children. She regularly

consults with parents and takes into account their views. She uses their feedback to introduce new activities and routines for children, such as supporting them with what they are learning at school. This has a positive impact on children's care and learning.

- Parents are very complimentary of the childminder. They say that their children settle quickly and are very happy. They enjoy the good level of communication and pay compliment to the daily diaries that they receive.
- The childminder maintains the required documentation to support her in her role. She records children's attendance and keeps a record of visitors. However, her documentation is not always organised effectively and, as a result, she is not able to find some documents quickly.
- Children have exciting experiences to build their understanding of the world. They enjoy visits to the farm where they can interact with animals and explore their habitats. Children enjoy picnics in the local parks and days at the seaside where they collect shells for their treasure basket.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibilities to keep children safe. She has a secure knowledge of the signs and symptoms that indicate a child may be at risk of abuse. Additionally, she knows the procedures to follow and professionals to contact if she has any concerns. She has a professional approach to her business, such as involving parents in reviewing her policies before their children start. This helps parents understand the childminder's safeguarding responsibilities and how she keeps children safe. The childminder completes robust risk assessments to ensure her provision is safe for children.

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

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

- gather more detailed information from parents about what children already know and can do when they first join the setting
- strengthen the organisation of all documentation so that it is easily accessible.

## Setting details

<b>Unique reference number</b>	137923
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	10138068
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	1 March 2016

## Information about this early years setting

The childminder registered in 1996. She operates her service from her home in New Malden, Surrey. She works Monday to Friday from 8am to 6pm, all year round. She holds a relevant early years qualification.

## Information about this inspection

### Inspector

Louise Drewett

### Inspection activities

- A tour of the childminder's home and garden was completed to make sure all areas used by children are safe.
- The inspector observed the interactions between the children and the childminder and considered the impact on children's learning.
- A sample of documentation was viewed, including policies and procedures, qualifications and evidence of suitability of those living on the premises.
- The inspector observed the interactions between the children and the childminder and considered the impact on children's learning.
- The inspector sampled feedback from parents and took their views into consideration.
- A learning walk took place to discuss how the early years provision and the curriculum are organised.

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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