

# Childminder report

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Inspection date: 19 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

The childminder has a wealth of experience and creates a highly nurturing, welcoming and stimulating environment for children. She is very engaging and builds wonderful bonds with children, who treat her home as their own. Children feel particularly happy, safe and secure in the childminder's care and develop a strong sense of belonging. They are highly motivated in their self-chosen play and show a strong desire to complete challenges. The childminder provides a broad and child-focused curriculum, with plenty of opportunities for children to experience the world around them. Children benefit from an exciting range of trips to places of particular interest. For example, they have recently visited a local aerodrome to explore aeroplanes and a farm to learn about the animals. These first-hand experiences help to inspire children's sense of awe and wonder in the world and to support their interests and create new ones. The childminder has high expectations for what children can achieve and engages very well in their play to guide and extend their learning. For example, as young children hit balls outdoors, she challenges them to hit the balls around cones, building on their interests well. For older children, she consistently encourages their ideas and thinking skills, for instance when children paint detailed pictures or play challenging word games. Children are confidently gaining the skills they need in preparation for the next stage in their learning and school.

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

- The passionate and dedicated childminder ensures children receive a broad set of experiences to support their development in all areas of learning. Each week, young children attend a variety of carefully selected playgroups and sessions in their local area, focusing on singing, stories and sensory play. They meet new people and experience the diversity in their community first hand. Toddlers are beginning to play and share with others and show strong early social skills. Older children actively include younger children in their play and kindly check they are okay and have what they need, showing great care and concern.
- The childminder is a highly caring and positive influence on children and acts as a strong role model. She sensitively and consistently teaches them the right way to behave and gives clear messages about her expectations. Subsequently, children behave impeccably. They are very kind, thoughtful and respectful of others. Children are very confident but are also happy to go to the childminder for cuddles or reassurance if needed. They are keen to lead their play from an early age and delight in following their ideas and interests. For example, toddlers excitedly explored animal toys in a farmyard scene and showed strong early imagination in their play. Older children decided to paint a picture of a rainbow for a special adult in their life and took great care and pride in its appearance.
- The childminder knows the children very well and assesses their development

precisely. She plans thoughtfully to include their interests and next steps in learning and uses her interactions skilfully to guide their learning. Older children thoroughly enjoy playing games and show an excellent understanding of the rules and the need to take turns patiently. During a word game, they very confidently matched words to their opposites, such as 'straight and curly' and 'near and far', showing broad vocabularies. However, the childminder does not always adapt activities effectively to include younger children and support their stage of development. She sometimes focuses too heavily on older children, and, as a result, young children lose interest and do not engage fully in their learning.

- Children enjoy a wide variety of opportunities to be physically active and develop strong early physical skills. For example, they ride bicycles in the garden and use rackets to hit balls. Children show perseverance as they practise these skills and take on challenges with positivity and motivation. Toddlers show good coordination as they move their bodies, and older children develop excellent hand control which they use to write recognisable letters.
- The childminder successfully includes and engages parents in their children's learning. She regularly discusses children's development and gives parents helpful ideas to support further learning at home. Parents are highly appreciative of how 'wonderfully supportive' she is. The childminder enthusiastically keeps her own knowledge, skills and practice up to date and ever improving. She keenly attends training and shares expertise with other professionals. She has recently introduced new books that are helping children to understand their emotions and how to express how they feel with confidence.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to ensuring children's safety. She regularly attends safeguarding training and keeps her knowledge up to date and fresh. She confidently knows the signs that a child's welfare may be at risk and the procedures to follow up on any such concerns. The childminder understands the need to protect children from extreme views and behaviours. She monitors children's attendance closely and provides a very safe and secure environment at all times. The childminder provides children and parents with guidance on the risks involved with using the internet.

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

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

- adapt activities more effectively to fully support the differing age and abilities of all children taking part, and help younger children engage fully in their learning.

## Setting details

<b>Unique reference number</b>	402728
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10136315
<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>	4
<b>Date of previous inspection</b>	3 May 2016

## Information about this early years setting

The childminder registered in 2001. She lives in Redhill, Surrey. The childminder provides care each weekday from 7.30am to 6.30pm, throughout the year.

## Information about this inspection

### Inspector

Ben Parsons

### Inspection activities

- The inspector was given a tour of the home by the childminder and carried out a learning walk to discuss the curriculum.
- The childminder and the inspector discussed the play activities and children's learning during the inspection and jointly observed children's play.
- The inspector observed the childminder interacting with the children and assessed the impact of teaching.
- The views and opinions of the children and parents were taken into account during the inspection.
- The inspector sampled some of the childminder's documentation, including suitability records and a selection of policies.

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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