

# Childminder report

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Inspection date: 13 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 content, happy and comfortable attending the childminder's home. The childminder has high expectations of what children can achieve. She regularly observes and monitors the progress they make and plans a variety of activities that follow their interests and learning needs. She recognises where children may need additional support and works closely with other professionals involved in their care. Children make good progress from their starting points.

Children behave well and enjoy the time they spend together. They have good social skills and relate well to adults and to their friends. For example, they enjoy role-play activities and show delight as they pretend to make a cup of tea and lunch for visitors. When small disputes occur, the childminder encourages children to think about how their actions and words can have a negative impact on others. This helps them to regulate their behaviour. The childminder has high expectations of children. She supports them well to learn good manners and to take care of the environment. When children get a little excited the childminder calmly reminds them to use good walking feet when they are inside. She gives them plenty of praise, which builds on their self-esteem.

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

- Children's early reading and writing skills are developing well. They respond with excitement to stories and are keen to make up their own. Children show good imagination skills. They enjoy making marks and talk about the rainbow they are creating. They display high levels of perseverance and show good control, such as when using scissors and peeling stickers. Overall, the childminder supports children's communication and language development well. Children are confident to initiate conversations and express their thoughts and ideas. However, at times, the childminder misses opportunities to build on children's pronunciation skills, so that they make the best possible progress.
- The childminder builds on her skills and knowledge, such as through training. She works well with other childminders in the local area and shares good practice ideas. The childminder regularly reflects on her provision. She keeps abreast of changes in legislation and implements the required amendments into her practice. This has a positive impact on children's care and learning.
- Partnerships with parents are effective. The childminder shares information with parents about what their child has enjoyed and how to support children's learning at home. Parents comment positively on the quality of the service provided.
- The childminder supports children's mathematical development well. She teaches children to use mathematical language in an appropriate and relevant context. Children recognise simple shapes when building with construction

bricks. They count how many bricks they can stack in a tower and tell visitors they are building a park and the roundabout is round. Children complete puzzles confidently. They recognise similarities and differences when using picture dominoes.

- The childminder ensures children maintain a healthy lifestyle. Children bring a packed lunch and the childminder ensures they have regular healthy snacks and drinks. Children develop their independence and manage their own self-care and hygiene needs. They have daily opportunities to be active. For example, children enjoy walks in the community and regularly interact with others at toddler groups. They recall visits to watch the trains and are eager to show visitors photographs of their outings. The childminder uses these opportunities to remind children how to stay safe, such as engaging them in discussion about road safety.
- Children are respectful of others and learn about other cultures and customs that are different to their own. For example, they enjoy looking at books that positively reflect disability and different cultures. The childminder builds on children's understanding of the wider world further and takes them on outings, such as to visit the mosque in the local community.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder completes training regularly and ensures that she keeps her safeguarding knowledge up to date. She knows the signs of abuse and neglect, and the referral procedures to follow if she has a concern. The childminder has a sound understanding of wider safeguarding issues, such as the risk of radicalisation. She successfully implements a range of records, documents and policies that help to foster children's welfare. The environment is secure, clean and tidy. Daily risk assessment checks help to minimise any hazards. This helps to keep children safe.

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

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

- make better use of opportunities to build on what children know and can do; in particular to build on children's developing pronunciation even further.

## Setting details

<b>Unique reference number</b>	EY267984
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10108557
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	4 March 2015

## Information about this early years setting

The childminder registered in 2003. She lives in Knaphill, Woking. The childminder works Monday to Thursday and provides funded early education for three- and four-year-old children. She has a relevant qualification at level 3.

## Information about this inspection

### Inspector

Jane Franks

### Inspection activities

- The inspector spoke to children and read written statements from parents to gain their views of the childminder's provision.
- Discussions were held with the childminder relating to safeguarding and the self-evaluation process.
- Relevant documentation was reviewed by the childminder, such as training certificates and public liability insurance.
- The inspector observed the childminder interacting with children. She assessed the impact of her teaching on what children know and can do, and discussed her observations with the childminder.
- The childminder showed the inspector around the areas of her home that are used for childcare. She talked about the different activities she provides to support children's learning and development.

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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Piccadilly Gate  
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Manchester  
M1 2WD

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