

Childminder report

Inspection date: 13 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 childminder provides a stimulating and welcoming environment. Her kind and nurturing approach helps children to settle well and feel safe and secure in her care. She is a good role model and children behave well. The childminder uses consistent boundaries and positive reinforcement to promote good behaviour.

The childminder has high expectations for the children and plans a range of activities that interest them. For instance, children enjoy exploring soil during a planting activity. They learn how bulbs grow into flowers. They learn about the changing seasons and how to dress appropriately for different weather. Children enthusiastically include the childminder in their games. The childminder supports the children's growing mathematical development well. She makes good use of opportunities to extend children's ability to learn simple addition, for example, when they use tape measures.

The childminder builds on children's knowledge and plans to extend their learning. She teaches children good communication and language skills. For instance, she uses books with animal puppets to engage children in naming the different animals and making the relevant animal noises. Children laugh and giggle as she uses exaggerated voices and different tones to make the story come alive. Children speak confidently. The childminder encourages them to remember and use words they have already learnt.

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

- The childminder supports children's emotional well-being effectively. For example, she cuddles them, gives them praise and supports them to build on their developing self-esteem. The childminder encourages children to share and take turns. They have good manners and say 'excuse me' before speaking.
- Children learn to respect others and their property. For example, the childminder teaches children how to handle a book respectfully and turn the pages carefully.
- Children are beginning to be aware of their own needs and are developing an understanding of responsibility through tasks such as putting their own coats on. Children are learning practical skills for the future.
- The childminder uses observations to make assessments of children's progress. She uses her findings to create next steps in learning to support children's individual needs. The childminder tracks children's progress and development well. However, she has not yet fully developed ways to share information with other early years settings to promote continuity in children's learning.
- The childminder supports children to use their imaginations well. For instance, they use the role-play equipment and make pretend telephone calls. Children show high levels of concentration while using a variety of craft resources to

decorate Valentine's Day hearts. Children are motivated and excited to learn. They use resources with buttons and begin to understand how they work. However, the childminder has not yet organised the play area to fully support children in choosing resources independently in their play.

- The childminder regularly reflects on her practice, taking into account the views of parents and the interests of the children. She works in partnership with parents to meet children's dietary needs well. The childminder attends mandatory training and keeps up to date with new legislation and practice.
- The childminder provides time for children to socialise with others and to develop their physical skills. They go to toddler groups where they take part in a range of activities. Children benefit from visits to farms, parks, music groups and soft-play areas. Children develop social skills and learn to confidently speak to other adults.
- The childminder successfully promotes children's good health. For instance, she teaches children the importance of eating a balanced diet and how it leads to a healthy lifestyle.
- Since the last inspection, the childminder has continued to build on children's knowledge to help them find out about events in the local community. For example, children participate in a local church's open days and follow local events such as bike races. They also attend planting activities run at local garden centres.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains her safeguarding training to ensure that her understanding of this area is up to date. She is able to confidently and precisely describe categories and indicators of abuse. She has a good knowledge of what to do if she is worried about a child's welfare, and where to report concerns. Training on wider safeguarding matters means that the childminder is also equipped with the knowledge of what to be alert to, and what action to take should concerns arise. The childminder maintains a safe environment for children to play and learn in. She conducts regular risk assessments and minimises any potential hazards.

What does the setting need to do to improve?

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

- strengthen the relationships established with other early years settings that children attend and use a shared approach to develop children's next steps in learning
- organise the play space so that children are able to make independent choices in their play.

Setting details

Unique reference number	EY250520
Local authority	Surrey
Inspection number	10136995
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	20 April 2016

Information about this early years setting

The childminder registered in 2003. She lives in Walton-on-Thames, Surrey. The childminder operates Monday to Thursday, from 7.30am to 6.30pm, for most of the year. The childminder holds a childcare qualification at level 3. She receives funding to provide free early years education for children aged three years.

Information about this inspection

Inspector
Susan Allen

Inspection activities

- The inspector toured the premises and observed the impact of teaching on children's enjoyment and development.
- The childminder and the inspector carried out a joint observation together.
- The inspector sampled some of the childminder's policies, procedures and paperwork.
- Discussions were held with the childminder and children at appropriate times throughout the inspection.

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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