

Childminder report

Inspection date: 9 March 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 experienced childminder provides a warm and caring, home-from-home environment where children feel very safe and secure. Children are visibly happy and confident in her care and enthusiastically make choices about their play and learning. The childminder is attentive to their individual needs and as a result, children's personalities shine.

The childminder knows the children in her care extremely well and has high expectations for their behaviour. She uses her good understanding of children's interests and next steps, to plan activities that support them to develop the essential skills for future learning. The childminder recognises the value of sharing information with parents to ensure continuity of care. For example, when children join her, she establishes what they know and can do at home, to help her plan their starting points. She consistently shares information with parents about their children's learning and development.

The childminder supports children to foster a love of books. They eagerly sit together to share favourite stories and are keen to point out what is happening in the pictures. The childminder is a skilled storyteller, changing the pitch, tone and volume of her voice to capture children's imaginations. She listens attentively to children as they share their ideas and she consistently models the correct pronunciation of words to expand their vocabulary and understanding. As soon as she finishes, children enthusiastically select the next book that they would like to share.

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

- Children develop strong imaginations, benefited by the wide variety of high-quality resources available to them. They develop strong social skills and play well together. For instance, they enjoy using role-play equipment to make 'apple porridge' together and eagerly encourage the childminder to taste it.
- The childminder has developed secure systems for observing, monitoring and assessing children's development. She carefully follows their interests as they play, and plans engaging activities that help children to reach their next steps. However, at times, she misses opportunities to use effective questioning to extend children's thinking and problem-solving skills even further.
- The childminder offers children good opportunities to be surrounded by new words to extend their communication and language skills. Well-considered resources encourage children to enjoy songs, rhymes and action songs. For example, children are keen to choose toys from their 'song sack' and sing rhymes and songs that match the item.
- Children's behaviour is very good. They listen attentively, take turns and are

considerate of one another. The childminder embeds respect and kindness in all aspects of children's routines. She consistently communicates behavioural expectations to support children to understand the boundaries and ways to keep themselves safe, such as using equipment with care.

- Children develop a strong understanding of personal hygiene and high levels of independence in their self-care skills. For instance, the childminder sings handwashing songs with children so that they learn how long to clean their hands for, and they are keen to prepare their own fruits at snack time.
- The childminder is committed to her ongoing professional development. She attends a wide range of training, as well as regularly utilising networking events and webinars, to help her to extend her knowledge of the early years. For example, she recently attended training in how mathematical language can be taught through stories and included in curriculum planning.
- The childminder recognises the importance of evaluating her provision. She regularly seeks the views of parents, children and other professionals, to identify her strengths and areas of improvement. She successfully uses her self-evaluation to reflect on her practice and identify opportunities to improve the outcomes for children. For instance, she has recently implemented new systems for curriculum planning, to strengthen the quality of learning that children receive and to consistently build on their prior experiences. This new system is still in its infancy and not fully embedded in practice.
- Parents speak highly of the childminder. They praise the wide variety of experiences that she plans for their children, at home and on outings to the local community. They compliment her on the strong communication they receive about their children's progress. They comment on how happy their children are in the childminder's care and say that the learning she provides is 'fantastic'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder makes sure that children are kept safe. She talks confidently about the child protection procedures. The childminder regularly attends training to make sure that her knowledge is up to date. She knows the signs that indicate a child may be at risk of abuse or neglect, or being exposed to extreme behaviours or ideas. The childminder knows her responsibility to report any concerns about a child's safety or well-being.

What does the setting need to do to improve?

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

- use opportunities that arise to use questioning more effectively to extend children's thinking and problem-solving skills even further
- embed the new system for curriculum planning and use it to enhance the quality

of children's learning to the highest possible level.

Setting details

Unique reference number	EY407763
Local authority	Surrey
Inspection number	10108748
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	1 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	25 June 2015

Information about this early years setting

The childminder registered in 2010. She lives in Guildford, Surrey. She operates her service from Monday to Thursday, 8am to 6pm, all year round. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Nicola Edwards

Inspection activities

- The childminder gave the inspector a tour of her premises, and explained how the early years provision was organised.
- The inspector took account of parents' views through their written feedback.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector observed children's play and the childminder's interactions during activities.

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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