

# Childminder report

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Inspection date: 9 March 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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are happy, safe and well cared for in the childminder's welcoming and loving home. They develop strong bonds with the childminder and each other, and demonstrate that they are emotionally secure. Children enjoy exploring independently and making their own choices in their play from a wide range of toys and resources. When babies are learning to walk, the childminder makes sure they have ample opportunity to be physically active to develop their strength and coordination for walking. All children move around the childminder's home safely and explore freely. The childminder regularly provides praise and encouragement, which supports children to feel valued and builds on their self-esteem. There is a strong focus on mathematical development and children have numerous opportunities to explore colour, shape, size and numbers in their environment. They enjoy using problem-solving toys and recognise numbers of personal significance, for example through songs and rhymes and completing numbered puzzles.

The childminder has high expectations for children's behaviour and they behave very well. Children share and take turns, play alongside each other and are polite and caring towards one another. Older children are very caring towards younger children and willingly include them in their play. For instance, they encourage them to find toys to play with and help them to pick up and roll balls through a cardboard tube. The childminder is keen for children to learn right from wrong and her sensitive approach supports them well to achieve this.

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

- The childminder gets to know the children well. She gathers useful information from the parents before children start and plans a range of learning opportunities to build on children's skills. The childminder has a good understanding of what children know and can do and plans for their learning. However, children's next steps are not always precise enough in all areas of learning to enable the childminder to focus teaching opportunities as sharply as possible.
- Children make very good progress with their communication and language skills. They express their views and opinions with confidence and have a wide vocabulary. Children enjoy looking at books together and retelling their favourite stories, such as 'Jack and the Beanstalk' and 'The Gingerbread Man', using props. The childminder provides numerous opportunities for children to listen and join in with stories. Older children ask questions such as, 'What happens next?', and remain focused and engaged during these activities. Young children confidently maintain eye contact, babble and copy actions.
- Partnerships with parents are good. The childminder shares children's key

achievements and individual care needs with parents, to encourage a joined-up approach to children's development. Parents comment on the good communication they receive and that their children love the opportunities they have to learn outdoors.

- The childminder works well with other childminders in the local area and organises weekly trips to the local library, parks, toddler groups and playgroups. This supports children's social skills and helps them to develop a sense of their wider community and to gain respect for others.
- Children are motivated and show high levels of concentration. For example, younger children spend time studying bottles filled with different materials. They quickly understand that by shaking the bottles they can make different sounds. This ignites young children's curiosity. Older children are very excited to learn new skills, such as cutting, and they confidently and carefully follow instructions as they use scissors to cut and snip paper.
- The childminder reflects on her practice and has implemented systems to ensure that statutory training is kept up to date. She works in partnership with other settings children attend to enhance children's experiences and maintain continuity in their learning. However, she does not seek the views of children and parents to inform the self-evaluation of her setting. Therefore, she does not have the full information she needs to clearly identify areas for development, including professional development, to raise the quality of the provision even further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge updated regularly through attending training courses. She can confidently identify the signs and symptoms that may indicate that a child is at risk of harm. She understands how to make a referral to the relevant agencies should she have any concerns about a child's welfare. Children are kept safe at the setting because the childminder is vigilant and supervises them well at all times. She identifies potential risks in the environment and addresses these promptly. This has a positive impact on children's safety and welfare.

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

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

- focus more sharply on children's next steps in learning to build even further on what children already know and can do
- seek feedback from parents and children to review practice, identify areas for development and support the improvement plans for the setting.

## Setting details

<b>Unique reference number</b>	EY260648
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10073206
<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 at time of inspection</b>	1 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	26 April 2016

## Information about this early years setting

The childminder registered in 2003 and lives in Epsom, Surrey. She operates Monday to Friday from 7am to 7pm, for most of the year. The childminder holds an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Joanne Allen

### Inspection activities

- The inspector carried out a learning walk with the childminder and discussed the curriculum she provides for the children. The inspector viewed the areas of the childminder's home that children use.
- A sample of documentation was reviewed, including safeguarding policies and procedures.
- The inspector observed the childminder's interactions with children and assessed the impact on children's learning and development.
- The inspector spoke to children and the childminder at convenient times and viewed feedback from parents.

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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