

# Childminder report

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Inspection date:

16 March 2020

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Not Met (with actions)

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

The atmosphere in the setting is positive and children have a strong sense of belonging. Children are very happy and confidently express their needs and ideas. They arrive happily from school, hang up their coats and bags, and quickly settle to activities set out by the childminder. Children enjoy their time with the childminder. They comment to the inspector that they particularly like the opportunities they have to play with friends and take part in their favourite activities. Children show positive attitudes to learning. For instance, they show delight and enjoy playing a wide selection of board games. Children show strong motivation, concentration and understanding of the rules.

The childminder has very high expectations and is a positive role model for the children. Children behave well. The childminder uses distraction effectively to prevent children from becoming upset or frustrated. Children learn about the differences and similarities between themselves and others by celebrating cultural and religious festivals such as Chinese New Year, Mother's Day and Christmas.

Children develop a strong attachment with the childminder. They ask the childminder to join in with their games. For instance, she joins in as children spontaneously instigate games, such as hide and seek. They have great fun. Children do very well, take turns readily, and find innovative places to hide.

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

- Parents say that they are very happy with the service provided by the childminder. They comment on how 'thoughtful and patient' the childminder is and the excellent communication that they receive about their children. They praise the activities that their children are offered.
- The childminder effectively supports children's good health. Children help to plan the meals they would like and learn to make healthier choices. They understand the importance of following good hygiene routines such as handwashing. Mealtimes are a social event and conversation flows freely. The childminder recognises the importance of offering children opportunities to be physically active and encourages them to go outside to play in all types of weather. Children play energetically outdoors and benefit from plenty of fresh air and exercise.
- The childminder helps children develop independence in their self-care routines. For instance, they help to set the table ready for dinner.
- Children join in a range of activities to complement what they already know and can do. For instance, they enjoy drawing and colouring, constructing with bricks and fitting puzzles together.

- Children play well together, take turns without prompting and share well. They are very kind and invite others to join their games.
- The childminder sets out her home with a varied and well-organised range of stimulating resources and interesting activities. These are presented across her dining room and living room, inspiring children to choose things for themselves and motivating them to explore and develop their skills.
- The childminder creates a calm and relaxed environment for children to unwind after a long day at school. Children benefit from opportunities to be creative. For instance, the childminder provides them with resources to build their own vehicle. Children have clear design intentions and know what materials and tools they will need to use. They show great pride as they present their 'double-decker bus' to the inspector.
- Children have many opportunities to learn about the natural world. For instance, they learn how to recycle different materials they use. Children demonstrate a secure understanding of how to look after their planet.
- The childminder has an accurate view of the strengths in her setting and also areas that need developing further. She gathers feedback from parents and children to help her make changes to the setting. The childminder completes legal requirement training. However, she recognises there is scope to improve her continued professional opportunities in order to raise the quality of the care that she provides children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an in-depth understanding of child protection procedures. She can identify when a child may be at risk and has a detailed safeguarding policy with relevant contact numbers she can access where necessary. Children are encouraged to keep safe within the environment, for instance by tidying toys away and sitting down when eating. The childminder has relevant safety equipment, such as a fire blanket. She carries out regular fire drills to ensure children are aware of procedures in the event of an emergency.

## Setting details

<b>Unique reference number</b>	EY423510
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10133044
<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>	4 to 11
<b>Total number of places</b>	4
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	26 January 2015

## Information about this early years setting

The childminder registered in 2011. She lives in Epsom, Surrey. The childminder only offers before- and after-school care, term time only, from 7.15am to 9am and 3pm to 6pm. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Sarah Richards

### Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the childminder. This has included the effect these measures have had on the current attendance of the children.
- The inspector observed and evaluated an activity with the childminder.
- The inspector checked evidence of the childminder's and her assistants' training and suitability. She looked at relevant documentation and evidence of suitability of persons living in the household.
- The inspector took account of the views of parents through verbal and written feedback provided.
- The inspector observed the childminder interacting with children and spoke with her at different times during 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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