

# Childminder report

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Inspection date: 2 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 relish the time they spend with the childminder and enjoy her undivided attention as she plays alongside them. They are happy and show that they feel safe and secure in her home. The childminder is kind and caring and treats children with compassion and respect. Children settle quickly and have strong attachments to the childminder and their friends. The childminder has a good understanding of how children learn. She has high expectations for children and of the quality of teaching she provides. Children choose from a wide range of toys and activities that the childminder has purposefully selected to promote their learning. As a result, children are motivated and demonstrate positive attitudes to their learning, such as by making choices based on their interests. The childminder understands the positive impact this has on children's progress.

Children behave well. They follow the childminder's gentle and nurturing manner and they receive continual praise for their kind gestures. This helps them to have a can-do attitude. The childminder sensitively helps children to resolve disagreements and intervenes to prevent them from becoming upset or frustrated. Consequently, young children learn to manage their feelings and behaviour well.

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

- The childminder interacts well with the children and gets down to their level, playing alongside them. She provides good opportunities for children to develop and strengthen their small muscles. For example, she supports children in using various tools and art materials during creative activities. This helps them to gain the skills, confidence and concentration needed for later writing.
- Children's communication and language skills are supported very well. For example, the childminder introduces children to a wide range of new words during their play. Children cuddle up to the childminder and thoroughly enjoy looking at books and listening to stories. During these activities, the childminder encourages children to participate wholeheartedly as she comments and asks questions about the pictures. This supports children's growing vocabulary and helps them to become confident communicators.
- The childminder skilfully weaves early mathematical concepts into everyday activities. Children learn to count, match and group items together. The childminder introduces mathematical language such as 'long' and 'short' and 'bigger' and 'smaller'. She uses positional language during play, such as when matching coloured play dough to corresponding pots.
- The childminder encourages children to live a healthy lifestyle. For example, she works in partnership with parents to ensure children enjoy a healthy range of food and provides daily opportunities for them to play outside in the fresh air. The childminder follows good hygiene practices and talks to young children

about the importance of handwashing.

- Parents speak highly of the childminder and comment on her home-from-home provision. They detail how she is kind, caring and loving towards their children. The childminder shares daily information and ongoing assessments with parents, which supports continuity in care and learning. She also shares next steps and ideas to support learning at home. However, the initial information gathered from parents is lacking detail to help establish what children know and can do when they first start.
- The childminder works well with other childminders in the local area. Together they visit a range of local groups and outdoor activities. Children enjoy opportunities to mix in larger groups and create meaningful friendships with other children. This supports their social skills and helps them to develop a sense of their wider community.
- The childminder is experienced and organises her childcare service well. She implements her policies and procedures to provide a safe and secure environment for children. The childminder evaluates her service and strives to continue to improve. She ensures she keeps up to date about any changes in legislation that affect her childcare business. However, the childminder's continued professional development is not focused closely enough on what will help to challenge children and improve her good teaching to the highest level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She keeps her safeguarding knowledge updated through training. The childminder can confidently identify the signs and symptoms that may indicate that a child is at risk of harm, and is aware of wider safeguarding concerns. 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 promotes 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:**

- build on the already good partnerships with parents to find out what their children know and can do when they first start, to ensure the best possible learning experiences can be planned based on their existing skills
- seek ongoing professional development opportunities to help challenge children and raise the standards of teaching to the highest level.

## Setting details

<b>Unique reference number</b>	EY236389
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10073113
<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 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	6 June 2016

## Information about this early years setting

The childminder registered in 2003 and lives in Epsom, Surrey. She operates her service Monday to Friday from 7am to 6.30pm, for most of the year.

## Information about this inspection

### Inspector

Joanne Allen

### Inspection activities

- The inspector carried out a learning walk with the childminder and discussed the activities she provides for the children.
- A sample of written documentation was reviewed, such as 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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