

# Childminder report

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Inspection date: 28 February 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**

The childminder and her assistant are very nurturing and caring. Children demonstrate a strong sense of belonging and are happy, comfortable and relaxed in their care. They smile as they explore different textures in books and giggle as they use toys which play sounds and music when they press buttons. Effective settling-in procedures are in place and the childminder knows the children very well. She can confidently talk about their abilities, likes and dislikes and family backgrounds. The childminder and her assistant are skilled at providing activities that focus clearly on the areas in which children's skills need to be developed. They have high expectations for children's learning and development and closely monitor the progress they are making. All children make good progress from their starting points. They access a variety of resources and happily direct their own play. Children choose from a range of toys and resources that the childminder has purposefully selected to promote their learning and development.

Children's behaviour is good. The childminder uses distraction effectively to prevent children from becoming frustrated or upset. She notices when the children take turns and share, and comments on positive relationships. This helps children to learn skills that help contribute to their readiness for their next stage in learning.

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

- Parents say they are very happy with the progress their children are making and value the home-from-home environment the childminder provides. The childminder works in partnership with parents and gives regular feedback regarding their children's progress and next steps. However, the sharing of information with other settings that children attend is not yet fully effective in promoting a shared approach to children's care, learning and development.
- Children benefit from the childminder's sharp focus on their communication and language development. She introduces children to a wide range of new words during their play and through stories and songs. Young children learn single words and repeat animal sounds. They babble and respond enthusiastically to the childminder when she talks to them. This supports children's growing vocabulary and helps them to become confident communicators.
- The childminder supports children in learning how to follow simple instructions and develop their independence. She asks children to put away the resources they have finished playing with and encourages them to find their own shoes and coats. As a result, children manage small tasks for themselves and become more independent in their learning.
- The childminder interacts well with the children and gets down to their level, playing alongside them. She provides a good range of resources and wider activities to support learning across all areas of the curriculum. For example, the

childminder takes children on regular outings into the local community to explore the wider world. They attend a range of local groups which helps children to build on their social skills.

- The childminder and her assistant successfully support children's physical skills. Children play in the childminder's garden and develop their coordination and balance using equipment at the local parks. The childminder provides good opportunities for children to develop and strengthen their small muscles. For example, young children concentrate well as they use various tools and complete stacking towers and shape sorter activities. This helps them to gain the physical skills and concentration needed for later writing.
- The childminder encourages children to make healthy choices at mealtimes. She prepares healthy and nutritious meals including fruit and vegetables. Children try new foods with enthusiasm and feed themselves well. They know where to find their beaker and help themselves to drinks throughout the day. However, the childminder has not considered more effective ways to help younger children to develop their understanding of hygienic practices and how this contributes towards their good health. For example, younger children are not helped to understand when and why they need to wash their hands.
- The childminder is reflective and committed to making continual improvements. She meets with other childminders to share ideas to improve her practice and completes relevant training. For example, she has recently reviewed her safeguarding policies to reflect updated guidance and legislation. This has a positive impact on children's care and learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant recognise the signs and symptoms that suggest a child may be at risk of harm or abuse. They have a good understanding of wider safeguarding issues, including protecting children from extreme views or behaviours. The childminder and her assistant are clear on the procedures to follow should they have a concern regarding the welfare of a child. The premises are secure and the childminder carries out checks of the indoor and outdoor environments to ensure they remain safe for children to use.

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

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

- strengthen partnerships with other early years settings children attend, to help fully support children's learning and share information about their achievements, interests and needs
- review and improve routines to encourage the youngest children to develop their understanding of good hygiene practices, particularly at mealtimes.

## Setting details

<b>Unique reference number</b>	122315
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10066272
<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>	6
<b>Date of previous inspection</b>	6 July 2016

## Information about this early years setting

The childminder registered in 1994. She lives in the borough of Epsom and Ewell. The childminder works with her husband, who is her assistant. The provision operates Monday to Friday from 7am to 7pm, all year round.

## Information about this inspection

### Inspector

Joanne Allen

### Inspection activities

- The inspector held discussions with the childminder, her assistant, and children throughout the inspection.
- The inspector observed the interaction between the childminder, her assistant, and children during activities.
- The inspector viewed the areas of the premises used for childminding and discussed with the childminder how she implements the educational programmes for children.
- The inspector looked at a selection of documents, including evidence of suitability checks carried out on people at the address and statutory documents such as first-aid certificates and appropriate insurances.

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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