

Childminder report

Inspection date: 10 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are extremely settled and happy while in the childminder's care. They have built close bonds with the childminder and each other. This is particularly positive given that some children have spent significant time away from the setting because of the COVID-19 (coronavirus) pandemic. Children behave very well and learn that they need to share toys and take turns. Younger children are confident in expressing their needs and wishes, which the childminder readily recognises and responds to. For example, babies approach the childminder with their comfort blankets and try to take their shoes off to signal they are tired and want a nap. The childminder immediately recognises these signs and responds to meet their needs.

All children get lots of fresh air and exercise as they enjoy playing in the outdoor-based environment, selecting activities of their own choosing. Older children use their imagination and important social skills as they role play. The childminder follows their lead as they ask her to dress up as a witch and they dress up as a pirate. They delight in chasing each other around the garden, and the childminder plays along as the pirate sends the witch to jail. The childminder encourages children to create different scenarios as they role play. Babies have fun developing their growing physical skills as they steady themselves while climbing a man-made hill and take turns going down the slide.

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

- The childminder monitors children's development closely. She involves her assistant in this process to make sure that they both know the children well. The childminder is clear about the intentions for children's learning and focuses the curriculum on areas where children need it most. However, at times, the childminder does not ensure that the curriculum is implemented to meet the needs of all children attending, as her attention is taken by the younger children. Consequently, older children do not consistently engage in high-quality learning experiences as much as they could.
- Partnerships with parents and other early years settings which children attend are good. The childminder provides regular feedback to parents about their child's development and how they can extend their child's learning at home. Parents speak very highly of the childminder and how supportive she and her assistant have been in light of the COVID-19 pandemic. The childminder liaises regularly with other early years settings to share information about children's development. She replicates activities in her own setting to extend children's enjoyment and to help them practise what they have already learned.
- The childminder encourages children of all ages to try things out for themselves, which helps them to develop resilience. For example, babies practise using tongs to pick up cooked pasta and place it into containers. They develop important

motor skills and demonstrate high levels of interest and perseverance as they try to grasp the pasta with the tongs. Older children work together as they learn how to use a tape measure to find out how long dinosaurs are in picture books.

- Children have plenty of opportunities to develop their communication skills. Younger children enjoy looking at pictures of vehicles in picture books and copy words as the childminder tells them clearly what those words are. The childminder skilfully asks older children questions and allows them time to think and express themselves while they are playing. As a result, children of all ages are confident communicators and are making good rates of progress in their speech development for their age.
- The childminder supports children's mathematical development well. Older children make comparisons as they work out which dinosaurs are bigger and smaller than the others. They learn to count up to larger numbers in sequence as they count how many teeth the dinosaurs have. When children excitedly point out a crawling spider, the childminder encourages them to count how many legs it has as it is moving.
- The childminder and her assistant regularly evaluate each other's practice and provide constructive feedback in order to enhance the quality of teaching. They have undertaken some training since the last inspection, for example to support children with special educational needs and/or disabilities. This will help them to better support those children who are the most vulnerable. They work together to look at the quality of the provision and how they can adapt the environment to help them deliver the curriculum more effectively. However, the childminder is less clear about any plans she has for ongoing improvements to take the quality of the provision to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is secure in her understanding of how to keep children safe. She has made all of the necessary improvements since the last inspection to make sure that the premises are safe and secure. She has a clear understanding of the signs which could indicate that a child is at risk, including at risk of being exposed to extreme views and behaviour. She knows the reporting procedures she must follow to keep children safe, including where to report allegations against herself or household members. The childminder now has clear systems in place to make sure that her assistants remain suitable to work with children on an ongoing basis.

What does the setting need to do to improve?

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

- enhance the delivery of the curriculum to ensure that all children are consistently engaged in activities which challenge and motivate them, to help

them make even better progress in their learning

- use the knowledge gained from professional development more effectively to help to improve the quality of provision even further.

Setting details

Unique reference number	EY362636
Local authority	Surrey
Inspection number	10114202
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 6
Total number of places	12
Number of children on roll	8
Date of previous inspection	17 June 2019

Information about this early years setting

The childminder registered in 2007 and lives in Ashted, Surrey. She operates all year round from 7.45am to 5.45pm, Monday to Thursday. The childminder provides funded early education for three- and four-year-old children. She works with an assistant.

Information about this inspection

Inspector

Carla Roberts

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector checked some documentation, including evidence of how the childminder checks the ongoing suitability of her assistant.
- A learning walk was undertaken with the childminder to discuss how she organises her curriculum to meet the needs of the children attending.
- The childminder and the inspector observed children during activities and evaluated how well the childminder implements the curriculum to support children's learning and development.
- Parents provided written feedback to share their views of the childminder. The inspector took account of the information they shared.

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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