

Childminder report

Inspection date: 21 June 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 highly motivated in their chosen play and learning opportunities and show great determination to complete tasks. For example, they use safety knives to prepare their fruit at snack time. With support from the childminder, they persist to chop fruit, including those that are firm and therefore difficult to slice. The childminder makes very effort to enable children to settle swiftly in her care, including during the COVID-19 (coronavirus) pandemic. Children develop warm and caring relationships with the childminder and her family. They show that they are relaxed and at ease in her care. Children confidently hold conversations with others in the safe surroundings of the homely atmosphere.

Children take great delight in painting pictures and mixing colours. They understand the colours that they can make from mixing certain colours together. Children extend their play from painting with brushes to using their hands to make prints. The childminder plans the learning environment of the purpose-built cabin in her garden effectively. This helps to enable children to gain strong independence skills. Children listen closely to instructions from the childminder and take great pride in their achievements. The childminder supports all children effectively to reach their full potential and they are well prepared for the move to school.

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

- The childminder delivers a curriculum that is of high quality and she understands how to implement the intended learning outcomes for every child. She works by the ethos of the more children can try and practise, the more they learn and gain the skills they need for their future.
- Children have a good awareness of mathematical concepts. They can count objects, recognise written numbers and use positional language. Children show that they can place the play animals and people in, on and under things as they set out the safari play set. However, the childminder sometimes uses words such as 'birdy'. This does not help children to extend their awareness of the correct pronunciation of words to increase their speaking skills further.
- The childminder makes secure relationships with staff at other settings children also attend. Where she identifies any potential gaps in children's learning, she works alongside parents to seek further help. This enables children to receive specialist support at an early stage and to catch up quickly.
- Children are very confident. They take the lead in their learning and concentrate well at their chosen play. For example, children played for long periods as they made a meal for their baby from the dough. They used tools such as toy waffle irons to make breakfast. Occasionally, when the childminder asks children questions, she quickly provides the answer for them. She does not always give them enough time to think about the question, explore an answer and respond.

- Children show great concern for others, for example when caring for their dolly. They pretend to cut up food for them to eat and bottle feed them as they give cuddles and reassurance.
- The childminder places a strong focus on professional development. She continually refreshes her knowledge and ensures that she keeps up to date with changes in legislation. For example, she has updated parents regarding the planned revisions to the early years foundation stage framework.
- The childminder develops good partnership with parents. They comment that she provides clear daily updates on their child's care and learning. They fully appreciate how she provided care for parents who were key workers during COVID-19. She ensured that all children could attend who needed to, which provided consistency for children and their parents.
- Children develop a clear understanding of how to manage their own behaviour. The childminder is consistent in her approach to helping children learn right from wrong and acts as a calm role model. Children learn about respect for themselves and others and talk kindly about the friends they have at the setting. The childminder teaches children about the diverse world in which they live and about history. For example, they learn about different cultures and about why poppies are a symbol of remembrance.

Safeguarding

The arrangements for safeguarding are effective.

The childminder frequently extends her knowledge of safeguarding, to ensure that she has up-to-date information to protect the children in her care from harm. She has a secure knowledge of the wider aspects of safeguarding and how to refer any concerns about a child. The childminder has a good knowledge of the risks that exist to children and how to remove or reduce these hazards. She provides clear guidance to children about their own safety, and reassurance about how to manage their personal care needs.

What does the setting need to do to improve?

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

- enhance the curriculum for language development to further support children's knowledge of the pronunciation of words and their meaning
- strengthen children's thinking skills and provide them with the time they need to gather their thoughts and respond to questions.

Setting details

Unique reference number	EY469957
Local authority	Surrey
Inspection number	10197983
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	3 to 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	12 October 2017

Information about this early years setting

The childminder registered in 2013. She lives in Epsom, Surrey. The childminder operates from 7am until 6.45pm, Monday to Friday, all year round.

Information about this inspection

Inspector

Helen Penticost

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation.
- The childminder and the inspector completed a learning walk together.
- The inspector carried out a joint observation with the childminder and interacted with children.
- Parents shared their views about the setting with the inspector.

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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