

Childminder report

Inspection date: 29 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children settle well into the childminder's care and build very secure attachments with her. The childminder has high expectations for children and is a good role model. She helps them to quickly develop an early understanding of how to manage their feelings and emotions. Children learn to share and play well with others, which helps to further build on their social skills. They display a good sense of belonging and feel valued and respected. The childminder helps children to build on their own self-care skills. For instance, they recognise when they are thirsty and persevere as they try to put the straw into their own juice box. The childminder is patient and kind. She gives children plenty of time to work out solutions to problems they encounter, to help them to build on their skills.

Children learn about the wider world around them and enjoy many outings in the community to build on their awareness of others. For example, children attend playgroups and trips to the park. The childminder prioritises children's physical skills. For instance, children attend yoga classes to develop their balance and spatial awareness. The childminder provides a safe and secure environment for children to explore in their play.

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

- Partnerships with parents are well established. The childminder gathers a lot of information when children first start to help inform her planning. The childminder keeps parents updated on their children's achievements and successes. They are fully involved in helping to set the next steps for their children's learning and this helps them to continue to learn at home.
- The childminder regularly observes the children in her care to ensure they are making steady progress. She is confident in how to recognise potential gaps in their learning and to provide additional support if required. Children are inquisitive learners. They enjoy using a wide variety of toys that excite them in their play. However, the organisation of learning environments and resources does not fully support all children to make their own independent choices.
- The childminder gathers parent views on how she can improve her provision and the care she provides. However, she does not plan sharply enough for professional development opportunities, to improve her teaching skills and knowledge, to support individual children's needs and learning.
- Children have many opportunities to use their developing early mathematical skills and language. For example, they build tall towers and are starting to recognise spatial awareness and colours. Children count and sort items as they play. They build on their concentration skills as they match shapes to patterns, moving them around until they find the correct space.
- The childminder helps children to build a love of books and songs. She helps to

develop their vocabulary and memory by providing props that help children to recall the stories. Children are starting to recognise the letters contained in their own name. They delight in requesting their favourite songs and join in with actions. They listen intently to instructions and are able to follow them with ease.

- Children learn to explore and investigate nature. They have been learning about the life cycle of a butterfly and how they develop and grow. Children can instantly recognise different steps, such as cocoon and caterpillar, and this helps them to build further on their awareness. The childminder gives children plenty of time to ask and answer questions. This helps them to develop confidence and pride in their own abilities.
- The childminder helps children to build on their imaginative play. They play with dolls and help to dress and care for them. Children demonstrate good small physical and hand-to-eye coordination skills. They explore with different letters of their own name to start to identify these and this also helps them to build on their early literacy skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder prioritises the safety of the children in her care. She is confident in how she would recognise the signs of abuse and the procedures she would use to report any concerns for the welfare of a child. She regularly updates her policies and procedures to ensure they contain appropriate contact numbers. The childminder uses robust risk assessments when on outings and at home to help provide safe environments for children to explore in their play. During the COVID-19 (coronavirus) pandemic, the childminder has implemented further robust health and safety procedures.

What does the setting need to do to improve?

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

- strengthen professional development opportunities to further support individual children's needs and learning
- review the organisation of resources and learning environments, to further support all children to explore and make their own choices in their play.

Setting details

Unique reference number	EY558433
Local authority	Surrey
Inspection number	10190338
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	2 to 8
Total number of places	5
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2018 and lives in Redhill, Surrey. She operates all year round from 8am to 6.30pm, Monday to Friday. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector accompanied the children and the childminder around the areas of the home used for the childminding provision. The inspector considered the written comments on questionnaires from parents.
- The inspector observed the interaction of the childminder and the children and the impact the teaching has on their learning and development.
- The childminder, the children and the inspector spoke at appropriate times throughout the inspection. The inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The childminder and the inspector discussed professional development and how she evaluates her provision and the current areas identified for improvement. A range of documentation was sampled, including suitability checks, qualification certificates and training logs.

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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