

Childminder report

Inspection date: 30 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

The childminder plans a varied selection of activities, inside and outdoors, which captivate children's interests. Children keenly explore their environment. They are self-assured and ready to learn.

Children behave well, build firm friendships and show care and concern towards one another. They understand behaviour expectations, relevant to their age.

During the COVID-19 (coronavirus) pandemic lockdown, the childminder kept in touch with the children and their families. This helped to maintain the strong relationship they had built. She talked and read stories often to the children through video calls and gave support to parents on how to continue children's learning at home. Parents comment on how this had a positive impact on their child's personal well-being. Children have settled back in effortlessly and the close bond they have with the childminder is evident.

The childminder builds on children's developing independence well. She gives gentle reminders that prompt them to use the toilet, thoughtfully explaining that the resources will still be there on their return. As a result, children calmly tend to their own personal needs. Younger children show an understanding of personal hygiene. They wash their hands regularly and know to use their own towel, as they learn routines which promote their physical health.

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

- The childminder works closely with parents to find out what their child can already do when they start with her. She continues to assess children's progress to build on their learning and identifies their individual next steps well. However, when delivering some of the activities, she does not recognise when to adapt her teaching to focus on the individual learning abilities of all the children. For example, when children were making their fish beanbag, they found some areas of learning difficult, such as recalling instructions. That said, they showed a real interest in completing their task and were keen to show the inspector their finished product.
- Parents speak positively about the childminder. They describe the good progress their children make and comment on the varied and interesting experiences the childminder provides for them, particularly in the community. For example, the childminder routinely meets with other professionals, which provides children with good opportunities to meet and play with other children. Children enjoy a weekly music group, daily walks and regular visits to local parks. They learn to pay tributes to others, make their own poppies and enjoy outings to the local town to place them at the memorial square. These learning experiences help to

build on children's social skills and their understanding of the wider world.

- The childminder supports children's language and communication skills effectively. At the inspection, children demonstrated an enjoyment of books and described their favourite characters. They chose puppets and objects from the nursery sack and were keen to demonstrate their singing voices. Children who were not as confident to join in selected and named items of interest. The childminder repeated words correctly to help to support their developing vocabulary.
- The childminder supports children's physical skills well and is skilful at teaching young children to think about personal risk and safety. She illustrates this as she guides children in using tools safely, such as forks to prick their own jacket potato. Children show confidence when climbing up the steps of the slides and using larger play equipment, and they know to drink water when they are thirsty. They enjoy practising new skills, such as balancing an egg on a spoon and flipping balls into the air and catching them in a cup. This supports them to develop control of the movements in their hands and wrists.
- The childminder reflects on her practice daily to make constant improvements. Her recent focus on improving children's skills in moving objects with their hands and fingers means that children are building on their muscles to help support their early writing, in preparation for their move to school. The childminder takes her professional development seriously and recognises she can further improve her teaching to ensure that she gives children individual time and support when taking part in activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her knowledge of safeguarding is up to date. She understands how to identify and report concerns about a child's welfare. The childminder has a good understanding of the dangers associated with extreme views and practices and the impact these can have on children. She has attended first-aid training, supervises children well while they play and carries out risk assessments to identify and remove any potential hazards. This enables children to play in secure outdoor and indoor areas and to explore the resources safely.

What does the setting need to do to improve?

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

- identify how to adapt teaching to focus more precisely on the individual learning needs of children, to help them make the best possible progress.

Setting details

Unique reference number	EY560314
Local authority	Surrey
Inspection number	10190608
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 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Woking, Surrey. She operates for most of the year from 7.30am to 6pm, Monday to Friday.

Information about this inspection

Inspector
Jane Franks

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 had a learning walk of the setting with the childminder to understand how the provision and curriculum are organised.
- The inspector looked at a sample of the childminder's documents. This included evidence of the suitability of all those living or working at the setting.
- The inspector and the childminder carried out a shared observation together.
- The inspector spoke to children and a parent during the inspection.

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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