

Childminder report

Inspection date: 7 July 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 prides herself on creating a home-from-home environment. Children benefit from an exciting learning environment. For example, they enjoy painting flowers they have seen in the garden. Children form close attachments to the childminder. They are happy and content in her home. The childminder has a kind and caring approach and is a positive role model for children. Children show a great level of respect for others and for the environment. For instance, they invite others into their play and share resources. Children's behaviour is good.

Children enjoy a wide range of adult-led activities. For instance, during the inspection, they excitedly caught toy butterflies with nets as they flew out of an electronic toy. With the childminder's support, children counted how many they had caught. Children very much enjoy playing a wide selection of board games and show strong motivation, concentration and understanding of the rules. For example, children looked very carefully at the different pictures of animals to work out which nose matched the picture of the animal on their cards. This supports children's mathematical development.

The children are very confident and secure in the childminder's care. They are highly engaged and motivated learners. All children have positive attitudes to learning and quickly develop the skills they need to succeed in their future education.

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

- The childminder has a well-developed curriculum based on the children's interests. She uses information she gathers through observations of children to provide meaningful experiences, to help extend their learning further. Children create their own games and choose where to play. For instance, they demonstrate great imagination in their role play as they cook and wash up pretend plates. However, the childminder does not find out what children are learning at other settings they attend. Consequently, she is not able to complement this learning when the children are in her care.
- Children have good opportunities to find out about and begin to understand the world they live in. For example, they visit the vegetable patch that they have developed. They use compost and tools to plant different vegetables. Children observe changes to the tomato plants they have grown. They know plants need sunlight and water. Children learn about healthy eating and where food comes from. They grow different fruits, such as strawberries, and pick these when they are ripe to eat for their snack. Children tell visitors how they like to help the childminder to feed the chickens and collect their eggs. They thoroughly enjoy spending time in the childminder's garden.

- The childminder encourages children to become independent with their personal care. For example, young children show good levels of perseverance as they put their socks on. Children understand why they must wash their hands throughout the day. The childminder works closely with parents and supports children in toilet training. Children receive lots of praise and gentle reminders.
- The childminder teaches children about keeping themselves safe. For example, she reminds them to hold the knife the right way up when cutting food. She tells them to be careful with the knife and to keep their fingers out of the way.
- Parents are very happy with the care and education that the childminder provides. They are complimentary and say that the childminder is 'fantastic' and that they would recommend her to other parents. Parents know what children need to learn next and how they can support them at home. They feel that the childminder communicates well with them to meet the needs of their children.
- Overall, the childminder reflects on her practice well. She has completed a range of courses to ensure that she keeps up to date with training opportunities and initiatives. This has a good impact on the learning experiences she offers children. However, the childminder misses opportunities to gather feedback from parents, to help improve the setting even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and child protection procedures. She knows what to do if she has any concerns about a child's safety or welfare. The childminder is also familiar with wider safeguarding issues, such as children being exposed to extreme views and behaviours. The childminder implements detailed policies and procedures, to keep children and her home safe. She carries out daily safety checks to help reduce hazards and minimise accidents. The childminder ensures that she supervises children at all times.

What does the setting need to do to improve?

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

- explore ways to engage with settings that share the care of children, so that children benefit from a shared approach to their learning
- extend current reflection and evaluation procedures and use these systems effectively to drive improvements to the highest level.

Setting details

Unique reference number	EY540366
Local authority	Surrey
Inspection number	10089565
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 5
Total number of places	5
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2016 and lives in Charlwood, Surrey. She operates all year round from 8.30am to 5.30pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Kelly Lane

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 viewed all areas of the home used by children.
- The inspector held discussions with the childminder, for example about the activities she provides and how she supports children's learning.
- The inspector considered the quality of teaching, indoors and outdoors, and observed children's activities and their interactions with the childminder.
- The inspector spoke to one parent during the inspection and took account of their views. Written feedback was also viewed and considered.

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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