

# Childminder report

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Inspection date: 1 September 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and form trusting relationships with the attentive childminder. She creates a child-centred and welcoming home, where children are absorbed in their learning. The childminder displays photos of children to help them feel secure. They show enjoyment and curiosity when they discover items such as toy bricks buried in sand. Children listen attentively to the childminder's probing questions and copy words that she says. This contributes effectively to their emerging speaking skills and leads to extended conversations related to their interests. For instance, children confidently talk to the childminder about how they will use the bricks to make barriers for their toy trains.

Children behave very well and know what is expected of them. For example, when a particular song is played, they understand that it is time to tidy their toys away. Children's independence is given a high priority and the childminder helps them to grow in confidence. She sensitively encourages children to manage their care needs.

Children lead a healthy lifestyle and enjoy visiting the childminder's allotment. They learn about different vegetables and how they help to keep them well. The childminder provides nutritious meals and encourages children to try different foods. They particularly enjoy baking and use the produce from the allotment to make healthy snacks, such as fruit kebabs.

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

- The childminder is a natural communicator with children. She has a clear vision about how to use her wide range of resources to support children's learning and enjoyment. For instance, children learn about other people through the use of play figures and an interactive book. They enjoy taking part in discussions about where the people may live and the jobs that they might do.
- The childminder knows the children well. She plans activities to suit the different ages of children and adapts these to meet their learning needs. The childminder identifies what she wants children to learn. However, at times, her questioning does not provide sufficient opportunities to help children to extend their understanding about numeracy.
- Children learn about the wider world. For instance, they know that the fruit and vegetables which they help to grow need water, and they know when they can pick them. Children deepen their understanding of their surroundings when they take part in outings, such as train journeys. They learn to identify risks and manage them. For example, they know to hold hands when they cross the road.
- Due to the COVID-19 (coronavirus) pandemic, the childminder has reduced the time parents are allowed in the setting. She gives parents information about

their child's day through discussions and by providing detailed diaries containing information about their progress.

- The childminder plans purposeful activities to support children's physical skills and their hand-to-eye coordination. She helps them to persevere and keep trying to achieve tasks, such as cutting fruit. Children concentrate and they show delight when they discover how to successfully operate a wind-up toy.
- Children have opportunities to develop their awareness of what makes them unique. For example, the childminder asks parents for photos showing family members and important events. These are used for discussion to help children learn about similarities and differences and how to respect each other's backgrounds.
- The childminder helps children to express their feelings through the use of posters and resources showing different expressions. Children are sensitively encouraged to say how they feel and their feelings are explored. This contributes to supporting children's emotional development.
- The childminder helps children to develop a keen interest in books. These are easily available for children to independently access. They enjoy choosing stories to read with the childminder and singing songs. In addition, the childminder sends books home to parents that the children have enjoyed to share with their families. This further supports children's communication skills.
- Partnerships with parents are strong. They speak highly about the service provided and how happy their children are in the childminder's care. One parent states that her child adores the childminder and her family.

## Safeguarding

The arrangements for safeguarding are effective.

Children's safety is top priority for the childminder. She knows the action to take if she is concerned about a child's welfare. This includes what to do if she is worried about online activities or if children are being exposed to extreme views. The childminder is aware of other risks outside of her home and the importance of working with external agencies to report her concerns. She attends regular training to ensure that her knowledge about protecting children is secure. The childminder ensures that children are safe at all times. She strictly follows additional hygiene measures as a result of guidance issued due to the COVID-19 pandemic.

## What does the setting need to do to improve?

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

- extend opportunities for children to develop a deeper understanding about numeracy.

## Setting details

<b>Unique reference number</b>	EY561329
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10190788
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and lives in Ashted, Surrey. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Maura Pigram

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The childminder and the inspector discussed the activities the children took part in and the impact on their learning.
- The inspector talked to the childminder and children at suitable times throughout the inspection.
- Parents' written feedback was read by 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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