

# Childminder report

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Inspection date: 13 October 2021

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

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

### **The provision is good**

Children demonstrate a strong sense of belonging in the childminder's home-from-home environment. They form secure relationships with her and enjoy close and engaging interactions. Children behave well and display a strong sense of belonging. They snuggle on the childminder's knee and show that they feel safe, settled, and happy in her home. Children listen intently to the childminder as they get ready for their daily walk. Young children persevere at putting on their shoes. This helps develop their independence. The childminder is aware of the impact of the COVID-19 pandemic on children's personal, social and emotional development. As such, she skilfully uses daily routines to support children's language and communication development very well. For instance, children choose which songs they would like to sing on their walk, while they prepare snack and when in care routines. Children know the routines very well.

Children thoroughly enjoy exploring the texture of paints with their hands. The childminder talks to the children about the different colours they choose to use. Children concentrate as they use paintbrushes to move the paint around the paper.

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

- The childminder has a clear vision for her setting. She gets to know the children and their families well. The childminder observes children closely to find out what interests them and what they know and can do. She assesses children's progress and shares any concerns with parents. The childminder uses this information to plan a curriculum that focuses on what children need to learn next. She focuses her teaching on any gaps in learning that may have emerged, to help children catch up. This enables her to meet children's individual needs.
- The childminder offers the children opportunities to develop their understanding of numbers, counting, and shapes. For example, as the children choose the chalk they want to draw with, she counts 'one, two, three and four'. The childminder uses craft activities to introduce new language such as 'big circle' and 'smaller circle'.
- The childminder's sensitive approach provides a strong base for developing children's independence and significantly increases their confidence in their own abilities. Children flourish in the childminder's care. They delight as they seek out their favourite toys and concentrate as they push the dolls around in the pushchairs.
- The childminder consistently praises them for their accomplishments and displays their artwork in her home. She respectfully listens and values what the children say and gives them her undivided attention. As a result, children behave well and display high levels of self-esteem.
- The childminder takes children on frequent visits out to broaden their

experiences and support their physical development. They go on daily walks and visit local parks in addition to trips further afield, such as to the toddler groups and music groups.

- The childminder provides children with healthy and nutritious meals and snacks. Children are encouraged to wash their hands before meals. However, the childminder does not consistently help children to understand the benefits that eating healthy food can have on their bodies and why developing healthy lifestyles is important for their good health.
- Partnerships with parents are strong. Parents value the daily updates and pictures from the childminder, which relate to their children's care and development. They report that they feel very 'confident' of the care and education the childminder provides. Furthermore, parents comment that their children have made 'amazing' progress in their development since starting.
- The childminder evaluates her provision and practice to identify further areas for improvement. For example, the childminder provides children with a good choice of interactive toys. Children delight as they play the electronic keyboard. This supports their emerging understanding of how to use technology. However, she recognises she can further support children's and parents' understanding of online safety through age-appropriate discussions and information.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs that may indicate a child is at risk of neglect or abuse. She has a clear knowledge of wider safeguarding issues, including being drawn into extreme situations. The childminder has a thorough knowledge and understanding of safeguarding protocols and actions to take if there are any concerns about a child's welfare. She can describe her procedure for managing any allegation against her or a member of her household. The childminder attends training to make sure her knowledge is up to date. This has a positive impact on children's welfare.

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

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

- develop children's understanding of the importance of healthy food and drink choices as part of a healthy lifestyle
- promote further opportunities to support children's and parents' understanding of online safety, through age-appropriate discussions and information.

## Setting details

<b>Unique reference number</b>	EY554316
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10143675
<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>	0 to 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Banstead, Surrey. She operates all year round from 8am to 6pm, Monday to Thursday, except for family and public holidays. The childminder holds a level 3 childcare qualification.

## 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 her evaluation of the provider.
- The childminder and the inspector completed a learning walk to establish how the early years provision and educational programme are organised.
- The inspector observed some teaching and interactions between the childminder and the children. She then considered the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including paediatric first-aid qualifications and the suitability of members of the household.
- The inspector took account of the views of parents through written feedback.

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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