

# Childminder report

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Inspection date: 24 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Not Met (with actions)
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## What is it like to attend this early years setting?

### The provision is good

The childminder offers a welcoming and homely environment. Children settle quickly and build close relationships with the childminder. Babies babble and squeal and play happily alongside older children, who give them gentle hugs. Children are supported to learn good manners, such as saying 'please' and 'thank you'. When they do this, the childminder gives lots of praise and 'high fives'. This helps to boost children's confidence and self-esteem.

The childminder knows the children well. She makes sure that resources to support their interests and learning needs are readily available. Children make independent choices as they choose their own activities. They are confident to express what they do not want to do. Children are exposed to a language-rich environment as they explore books, listen to stories and hear the childminder providing a dialogue as they play. This aids their communication and language development. Children learn how to keep themselves and others safe, for example, when the childminder explains why small items cannot be left near babies.

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

- The childminder talks confidently about the progress children have made since they have been with her. She plans a wide range of age-appropriate activities to support and prepare them for their next stage in learning. The childminder gently invites children to join in with the activities she has prepared. She makes good use of opportunities to support young children with their colour recognition and understanding of the wider world. For example, during a sticking activity, the childminder talks about the different types of vehicles on the stickers and what colours they are.
- Children confidently explore their environment and have good opportunities to experience their local community as they visit a nearby farm, local woodland and parks. However, at times, when in the home, the childminder does not act promptly when children need to let off steam. She does not always think of different ways in which children can exert their physical energy.
- The childminder has taken positive steps to improve her practice. Since her last inspection, she has attended a range of training courses to develop her own knowledge and skills. This in turn benefits the children as she has a greater awareness of how to keep them safe from any safeguarding risks.
- The childminder has established good relationships with parents. She regularly sends photos to parents to show them what their children have been doing and speaks to parents each day about their children's progress. Parents comment on the excellent feedback and advice the childminder provides. They report that the childminder shows genuine interest in their children's well-being.
- The childminder also works well with other settings children attend to provide

continuity of care. However, techniques recommended by other professionals to support children with special educational needs and/or disabilities are not consistently implemented by the childminder.

- Children benefit from the childminder's calm and caring approach. Any unwanted behaviour is managed sensitively by the childminder. She helps children to understand right from wrong and to understand the consequences of their actions.
- Older children enjoy looking at books with the childminder. She sits babies with them so that they can also enjoy the pictures and the stories being shared. The childminder introduces new vocabulary such as 'whale', 'starfish' and 'puffer fish' to support children's language development. Babies squeal and bat the books with their hands.
- The childminder teaches children to keep themselves healthy. She encourages them to wash their hands before meals and dry their hands on individual towels to help minimise cross-infection. Children benefit from healthy meals and develop independence as they learn to feed themselves.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect the welfare of the children in her care. She is vigilant of the signs that might indicate a child is at risk of possible harm and knows the procedures to follow should she have any concerns. The childminder attends regular training to keep her knowledge up to date about wider safeguarding issues, such as forced marriage and radicalisation. The childminder maintains a safe environment for the children. She keeps her premises secure and talks to children about how to play safely.

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

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

- consider different ways to enable children to exert their physical energy at times when they need to let off steam
- implement consistently the strategies that other professionals working with children advise, to help close any gaps in children's development.

## Setting details

<b>Unique reference number</b>	EY485448
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10193671
<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 11
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	3 July 2017

## Information about this early years setting

The childminder registered in 2015 and lives in Frimley, Surrey. She operates all year round, from 9am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

## Information about this inspection

### Inspector

Nicky Hill

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector talked about and looked at the areas of the home used for childminding, to see how the early years provision and the curriculum are organised.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector took into account the views of parents through written feedback provided.
- The childminder provided the inspector with a sample of key documentation on request.

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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