

Childminder report

Inspection date: 30 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children benefit from the warm, homely environment that the childminder and her co-childminder create. They demonstrate that they feel safe and secure, for example, as they sit on the childminder's knee and give her cuddles.

Children demonstrate a positive attitude to their learning and enthusiastically join in with activities. They develop a love of reading from an early age and engage with enthusiasm during story times. The childminder is skilled in making stories interesting. She uses props and different voices and encourages children to think about the storyline. Children join in happily, as the childminder chooses books that match their interests. They enjoy acting out scenes from their favourite books, such as saying the wolf will 'huff and puff' and blow the little pigs' house down.

Children benefit from many opportunities that support their communication and language skills. Throughout activities, the childminder provides a commentary, models good conversational skills and introduces new vocabulary. Children are vocal and repeat familiar words and phrases in response to the childminder's warm interactions. They engage effectively in conversations with the childminder, who listens with interest and values what they have to say. Children talk confidently about their previous experiences and people who are familiar to them.

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

- Children make good progress and develop the skills they need for their future. They show a clear motivation to solve problems and develop self-confidence in their abilities. For example, when they initially find it difficult using scissors to cut dough, they persevere until they succeed.
- The childminder has a good understanding of how to support children's overall development. She completes regular assessments of their learning. As a result, she knows the children in her care well and what they need to learn next. The childminder makes good use of this information, along with children's interests, to plan a broad and well-sequenced curriculum. However, on occasion, she does not place a sharp enough focus on supporting children with what they need to learn next when delivering planned activities.
- Partnerships with parents are good. Parents' written comments demonstrate that they are very happy with the level of care provided. They are particularly happy with the nurturing environment that the childminder provides. The childminder communicates effectively with parents and finds out about children's care routines at home. This helps her to support children's health and emotional well-being.
- Children are friendly, behave well and develop good manners. The childminder acts as a good role model and expects all children to be polite and kind. She

supports children to understand the expected behaviour through positive reinforcement.

- The childminder successfully promotes children's good health and well-being. Children understand the importance of following good hygiene practices, such as washing their hands before meals. They participate in a variety of physical activities in the garden and show good skills when climbing and negotiating apparatus.
- The childminder supports children to learn about technology. For example, older children ask voice-activated speakers to play their favourite songs and rhymes. The childminder talks to children about potential risks when they use technology. This helps to promote children's safety and welfare.
- Children bring mathematical language into their play. For example, they compare the sizes of dinosaurs and recognise that they are small, medium and large. However, the childminder does not use opportunities that arise naturally through play and routines to further develop children's mathematical understanding of numbers and counting.
- The childminder shows a commitment to her ongoing professional development. She continues to keep her knowledge up to date through training and by sharing ideas on good practice through online forums.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibilities to keep children safe. She confidently demonstrates her knowledge of the signs which could indicate a child is at risk of harm. She knows the processes she must follow if she has concerns about a child's welfare or if an allegation is made against an adult on the premises. The childminder provides a safe and secure environment for children to play in.

What does the setting need to do to improve?

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

- enhance the delivery of planned activities so that there is a sharper focus on supporting children more closely with what they need to learn next
- strengthen the opportunities for children to develop their understanding of numbers and counting during their play and routines.

Setting details

Unique reference number	2591701
Local authority	Surrey
Inspection number	10216041
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
Total number of places	3
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. The premises are located in Mytchett, Surrey. The childminder works with a co-childminder. She provides care for children from Monday to Friday, between 8am and 5pm, for most of the year. The setting receives funding to provide free early education for children aged three years.

Information about this inspection

Inspector

Ingrid Howell

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 childminder.
- The inspector carried out a joint observation with the childminder and discussed the quality of teaching.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children and how she assesses and plans for children's learning.
- The inspector observed the interactions between the childminder and the children and considered the impact on their learning.
- The views of parents were gathered 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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