

Childminder report

Inspection date: 6 December 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	Good
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What is it like to attend this early years setting?

The provision is good

Children benefit from an exciting learning environment. The childminder prides herself on creating a home-from-home environment. Children form close attachments to the childminder. They are happy and content in her home. The childminder has a kind and caring approach. She is a positive role model for children. As a result, children's behaviour is good. They show a great level of respect for others and the environment.

Children develop a love of books. They enjoy choosing from the wide variety that are clearly displayed where they can reach them. Children enjoy stories and picture books every day, which introduces them to unfamiliar words and ideas. The childminder supports children by adding songs and rhymes to extend their speech and communication skills. She uses praise and highlights children's achievements, which helps to raise their self-esteem. Children are highly engaged and motivated learners. They have positive attitudes towards learning and quickly gain the skills needed to succeed in their future education.

Due to the COVID-19 pandemic, the childminder now receives children at the door to reduce the possible risk of germs spreading within the setting.

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

- The childminder has developed a good curriculum based on the children's interests. She uses the information that she gathers through observations of children to provide meaningful experiences and to help extend their learning further. As a result, the childminder is actively involved in their play. Children create their own games and choose where to play. They engage and concentrate well. For example, they persist in completing puzzles and building towers.
- The childminder carefully considers each child's starting points. This includes knowing how COVID-19 has changed the experiences children have and how to adapt her teaching accordingly. For example, she knows how to support children who are at different stages in their social development.
- The childminder supports children's emerging speech and language very well. She continually models clear language. The childminder provides commentaries during play, repeating and building on children's responses. Stories are shared and enjoyed together. Consequently, children are becoming skilful and confident communicators.
- Children behave well. The childminder encourages children to share and negotiates with them positively if they have a dispute. For example, when children decide they want to play with the same car, the childminder gets down to their level and talks to them about sharing, and in a calm voice offers the

children different cars to play with. This helps to make children feel happier and allows them to continue with their play.

- The childminder uses technological devices with children to view learning resources, such as electronic books. However, she has not yet fully identified how she can teach children and parents to learn about potential risks when they use these devices to access the internet at home.
- Children learn to keep themselves healthy. The childminder encourages hygiene practices as part of their daily routines, such as washing hands before they eat. She talks to them about healthy food choices at mealtimes. This helps to support children's understanding and awareness of healthy eating.
- The childminder takes children on outings to various places of interest, such as visiting commons and woodlands. Children are developing good social skills and enjoy learning about the world around them.
- Parents are very complimentary and happy with the care and education that the childminder provides. They say their children love her home and would recommend the childminder to other parents. Parents know what children need to learn next and how they can support them at home. They feel the childminder communicates well with them to meet the needs of their children.
- 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.

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 exposure to extremist 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:

- improve knowledge of how to help children and parents to become aware of potential dangers and hazards when they use technological devices to access the internet at home.

Setting details

Unique reference number	EY239588
Local authority	Surrey
Inspection number	10073118
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	22 February 2016

Information about this early years setting

The childminder registered in 2002 and lives in Ashted, Surrey. She operates Monday to Friday, all year round, between the hours of 8am to 5.45pm.

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 inspector viewed all areas of the home used by children.
- The inspector held discussions with the childminder, including the activities she provides and how she supports children's learning.
- The inspector observed the quality of teaching, children's activities and children's 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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