

Childminder report

Inspection date: 7 December 2021

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

What is it like to attend this early years setting?

The provision is good

Children show they have positive relationships with the caring childminder and other children. They demonstrate that they feel safe and secure. For instance, children ask to sit on the childminder's lap to look at books, and they cuddle in close. Children are very good at playing cooperatively together and taking turns. For example, they pass each other small-world figures to make a music device work. They excitedly listen to stories and songs of their choice.

Children are physically active. They get excited and jump up and down in anticipation of hearing a favourite song. Children laugh with their friends when they move their bodies in different ways to the music, such as walking on tiptoes and wiggling from side to side. Children are confident communicators. They are keen to share their views with the childminder, visitors and friends. Children are excited and fully engage in the wide range of activities provided for them. For example, they have opportunities to develop the small muscles in their hands, such as when they use tweezers to pick up pom-poms and push these into pine cones. All children make good progress in their learning and are highly challenged in their play by the childminder, who has high expectations for them.

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

- The childminder extends her professional development. She completes relevant online training courses that help to extend her knowledge of how to support children to understand the importance of oral hygiene. The childminder talks to children about foods that are healthy and unhealthy for their teeth. For instance, children say that they need to brush their teeth after eating sweets.
- Through effective observations and assessments, the childminder plans activities to support children's progress. She identifies that children need support to count objects in the correct order. The childminder supports this aspect of learning effectively. For example, when children look at images of dinosaurs in a book, the childminder asks them to count the number they see. When children struggle to point to each one and to count correctly, she points and teaches them to count with her.
- The childminder supports children to extend their vocabulary and to hear the correct sounds of words. When children engage in imaginative play with pretend babies and a role-play bookshop, they sometimes mispronounce words. The childminder repeats the words so that children hear the correct pronunciation. She skilfully extends their vocabulary and knowledge of the world through exciting games where children have to find and name body parts. They point to their own thumbs, toes and nose and say the words. Children squeal with excitement as they play, and they beam with happiness when the childminder praises their achievements.

- Parents comment positively about the childminder. They describe her as being 'fun', 'caring' and 'honest'. Parents value the communication they receive from the childminder regarding their children's development.
- The childminder does not always share and collect information with other early years settings the children attend, to enable a consistent approach in children's care and learning.
- The childminder helps children to learn key skills in readiness for their future learning. For example, she teaches children to be independent and to show a positive attitude to learning. Children take off their shoes when they arrive and hang up their coats. Children show great concentration and perseverance when some tasks are more challenging. With encouragement from the childminder, they keep on trying, as they successfully master new skills, such as when they put on their own woolly hats.
- Children have access to a stimulating environment inside and outside. There is a good range of toys and resources. Children have good opportunities to select their own resources to adapt their play, make decisions and direct their own learning.
- The childminder knows children well and how they can manage their own behaviour. For example, she lets them take themselves away from situations when they become frustrated. She distracts them when needed and talks to them to explain to children why some behaviours are not acceptable.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of how to keep children safe within her home and the wider community. In response to the COVID-19 pandemic, she has made appropriate changes to the children's daily routines to help keep them safe. For example, she has introduced extra handwashing routines, cleaning and rotation of resources. The childminder keeps her safeguarding knowledge up to date, including around wider safeguarding issues, such as gender-based violence and domestic violence. She understands how to identify that children could be vulnerable to being drawn into radicalisation or gang crime. She knows the signs that may indicate that a child is at risk of harm and is aware of how to report these to maintain 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:

- improve partnerships with other settings children attend and share detailed information about their development to extend their good progress even further.

Setting details

Unique reference number	EY560455
Local authority	Surrey
Inspection number	10190622
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 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Long Ditton, Surrey. She operates during term time from 8am to 6pm, Tuesday to Thursday. The childminder has qualified teacher status. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Bev Boyd

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 their evaluation of the setting.
- The childminder and the inspector discussed care routines and how the childminder supports children's learning.
- The inspector looked at relevant documentation, including evidence of qualifications, safeguarding and policies.
- The inspector observed the childminder interacting with children during care routines and play activities and assessed the impact on children's well-being and development.
- Parents spoke to and shared their written views with the inspector, who took account of their comments.
- The inspector observed the resources available for children and had a tour of the premises.

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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