

Childminder report

Inspection date: 10 January 2022

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 are happy and show that they feel settled and secure with the attentive childminder. For instance, they snuggle up to the childminder for cuddles before choosing what to play with. The childminder is very kind and caring, and quickly responds to children's needs. Children behave well and are shown from a young age how to treat each other with respect.

The childminder has created a child-centred home and has a vast range of resources for children to explore. She plans activities based on themes, such as winter. These are adapted to suit children's ages and stages of development. For instance, younger children learn the names of animals who live in different parts of the world where it is colder, such as polar bears. Children enjoy filling containers with sensory items and they attempt to copy what the childminder says. This helps to support their language development.

Children learn about their local community and are able to socialise with similar aged children. They visit local open spaces and have fun playing chasing games. Children also enjoy visiting purposeful age-appropriate groups, where they have fun joining in with activities, such as exploring sensory items. They learn about the wider world when they have outings to adventure parks and farms.

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

- The childminder has a wealth of knowledge which she uses as the basis of her practice to support children's learning and development. She takes great pleasure in helping children to flourish and grow in confidence. She is very clear about what she wants children to learn, such as language skills, and she promotes their physical development.
- Children are confident to lead their own learning and make choices about what they want to play with or do. The childminder likes to ensure that there is a very broad range of resources available for the children. However, at times, this is overwhelming and distracts children from extending their learning to the highest level.
- The childminder takes positive steps to celebrate children's achievements. For instance, she displays photos of what they have accomplished on a child-sized artificial tree. The childminder then uses the photos to discuss with the children what they have done. This helps to build on children's vocabulary and promotes their self-esteem.
- Children are helped to understand what makes them unique. For example, the childminder creates books for each child with photos showing their family members and events that are important to them. These are used for discussion and activities to help children learn about similarities and differences, and how

to respect each other's backgrounds.

- The childminder attends regular training to help extend her knowledge about children's care and learning. She implements ideas gained, such as using musical instruments and voice recognition items, to promote children's engagement in talking and listening.
- Children are helped to understand about leading a healthy lifestyle. They learn how to look after their teeth and what foods are good for their bodies. For instance, they grow fruit and vegetables from seed and learn how to care for them. These are used in children's meals and discussions take place about the benefits of eating well.
- Due to the COVID-19 pandemic, the childminder has reduced the time parents are in the setting. She has arranged to meet parents outdoors and she gives them a broad range of information about how their children have settled with her and their ongoing progression.
- Parents speak highly of the childminder. They value the advice and support the childminder gives them about their children's changing needs, such as weaning and ideas to help their children to be ready for school. The childminder provides parents with regular information about their children's development.
- The childminder has developed a strong partnership between providers where children also attend, such as pre-schools. They regularly exchange information about their observations about the children's progress and work together to continually extend their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of child protection. She knows the action to take if she is concerned about a child. This includes wider aspects of safeguarding, such as protecting children from extreme views. The childminder attends regular training, such as safeguarding related courses and paediatric first-aid training, to keep up to date with changes in legislation. She strictly follows additional hygiene measures as a result of guidance issued due to COVID-19. For instance, children know to wash their hands on arrival at the childminder's home. The childminder ensures children are safe 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:

- review the amount of resources set out at any one time to help create less distraction and more focused learning opportunities for children as they play.

Setting details

Unique reference number	2518122
Local authority	Surrey
Inspection number	10207948
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	5
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Epsom, Surrey. The childminder works Monday to Wednesday from 7.30am to 6pm. The childminder has a childcare qualification at Level 4 in Children's Care, Learning and Development.

Information about this inspection

Inspector

Maura Pigram

Inspection activities

- This was the first routine inspection the setting 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 inspector talked to the childminder and children at suitable times throughout the inspection.
- The childminder and the inspector carried out a learning walk. They discussed the learning environment and how the curriculum is organised.
- The inspector observed activities and the childminder's interactions with children throughout the inspection.
- The inspector read through written feedback left by parents and took account of their views.
- The childminder provided some documentation related to her childminding which the inspector read.

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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