

# Childminder report

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Inspection date: 11 January 2022

<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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children thoroughly enjoy their time with the childminder. They actively invite the childminder to play with them as they relish her involvement. Children enjoy using a wide variety of resources that is based on their interests. Children illustrate this as they delight in using dolls and toy pushchairs. They show gentleness, care and consideration when handling baby dolls.

Children demonstrate positive attitudes to learning. For instance, they thoroughly enjoy using their hands to fill and empty containers with rice. These sensory experiences help children to develop their physical dexterity in readiness for writing. Children gain good communication and language skills. They listen intently as the childminder repeats single words, chants nursery rhymes and comments on their play. For instance, the childminder introduces and models new words, such as 'saucer' and 'teapot', as children enthusiastically stir their pretend cup of tea. This helps children to acquire a can-do attitude and to develop skills to prepare them for their next stage in learning.

The childminder has high expectations of children and has clear boundaries with regard to appropriate behaviours. She promotes children's independence in a range of ways. For example, children help to tidy up toys and keenly peel their own satsuma. This helps to develop their perseverance skills.

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

- The childminder has clear settling-in procedures in place. She obtains key information, such as children's routines, abilities, likes and dislikes. The childminder uses observations and assessments to help her decide what she wants children to learn. Activities are planned for the children's interests and enjoyment. For example, children's love of creative arts and crafts helps to keep them actively engaged for long periods of time. Although the childminder knows what children need to learn next, her teaching does not always focus on this and the learning intentions. Occasionally, children are not gaining the most from her input and activities.
- Children are sensitively encouraged to say how they feel and their feelings are explored. As a result, children are beginning to manage their feelings and behaviour independently.
- The childminder has continued her professional development. For instance, she liaises with other childminders and completes mandatory training courses. However, the childminder has recently evaluated her training. She recognises the need to seek out further training, to precisely focus on learning and development in younger children and to extend her skills.
- The childminder communicates regularly with parents about children's progress

and offers ideas to extend their learning at home. Parents comment about the high quality of care and the progress their children have made during their time with the childminder. They feel they can trust her completely with the care and development of their children.

- The childminder is skilled at extending children's interests in language and literacy. Children demonstrate a love of books as they eagerly select one for the childminder to read. They become engrossed as they listen with intent to the childminder as she reads them a story. She is skilled in introducing new words, such as 'yellow shoes'. This helps children to extend their vocabulary skills.
- Children bring a packed lunch and drink from home. They learn independence skills as they wash their hands and open up their packed lunch. Children learn about healthy eating and selecting savoury food before sweet as they eat and chat together with the childminder. The childminder provides ongoing advice to parents about which food and drinks make a healthy lunch box. The childminder helps children to understand how to care for their teeth. Children explore play resources, including models of teeth and toothbrushes, to learn about the importance of brushing their teeth.
- Children have fantastic opportunities for fresh air and exercise that help support their physical development well. The childminder plans an array of outings for children to enjoy and to learn about their natural environment and the diverse world they live in. For instance, she takes children on regular outings to the park and visits local childminders so that children have opportunities to socialise with a larger group of children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility in protecting children from the risk of harm. She is alert to the possible indicators when a child needs help and aware of the relevant agencies to contact for guidance or for making a referral. The childminder keeps up to date with child protection issues. For instance, she has completed online safeguarding training. The childminder assesses hazards in her home and on outings to minimise potential risks. She supervises children well to ensure their safety 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:**

- focus activities and teaching more precisely on the learning intentions and what children need to learn next
- identify precise training and development needs, to help strengthen knowledge and to raise the quality of the provision to an even higher level.

## Setting details

<b>Unique reference number</b>	120665
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10066252
<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>	1 to 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	14 June 2016

## Information about this early years setting

The childminder registered in 2000 and lives in Knaphill, in Surrey. She operates term time only from 7.30am to 5.30pm, Tuesday to Thursday. She has a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Sarah Richards

### 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 childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- 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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