

Childminder report

Inspection date: 14 January 2022

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 are settled and happy with the childminder, who takes the time to get to know them well. They explore the environment with ease and motivation. The childminder caters for their interests, and children enjoy a wide range of interesting activities. For example, they excitedly pretend to be dinosaurs 'stomping' with their feet. Children listen to the childminder and follow simple instructions. They help to tidy up when they have finished playing with toys. Children feel safe and behave well.

Children demonstrate that they enjoy learning and show positive attitudes to learning. Their physical development is supported very well. For instance, children confidently practise their physical and coordination skills as they crawl through a fabric tunnel, run, and balance on ride-on toys.

The childminder is particularly skilled at supporting children's communication and language development. She describes what children are doing as they play, modelling words effectively, and uses lots of repetition of language. This helps to increase children's vocabulary and further develop their understanding. The childminder supports children who speak English as an additional language very well. For example, when children point at toys or make sounds to express themselves, she models the names of resources to support their learning. All children make good progress.

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 has a secure understanding of how children learn. The childminder uses the information she gathers through observations of children to provide meaningful experiences. She knows where children are in their learning and development and monitors their progress to identify any possible gaps in learning.
- The childminder has adapted routines to help keep children safe as a result of the COVID-19 pandemic. For example, she has reviewed how she offers children and their families settling-in sessions when they first start. This helps children and parents to get to know the childminder and her home. The information obtained from parents helps the childminder to support children's individual health and care needs effectively.
- Children's independence is promoted well. For instance, they are keen to persevere in slicing bananas at snack time. The childminder teaches children how to hold their cutlery so that they can feed themselves. Their independence is further developed when they help to carry out tasks such as putting their toys away and clearing the table before mealtimes.

- The childminder supports younger children to be kind and learn to share. She is calm and sensitive. The childminder provides a good narrative to help children understand their emotions. This develops children's self-esteem.
- The childminder encourages children to explore and take part in a variety of activities. She uses their favourite resources to promote several areas of learning. For example, the childminder plans activities, using the children's interest in cars, to help them learn the different colours. However, sometimes, the childminder does not focus precisely on the available learning opportunities within a planned activity. She focuses too much on the outcomes from activities, such as whether children can recognise different colours, rather than on the process to develop new skills.
- The childminder ensures that children benefit from daily fresh air and exercise. She takes them to local toddler groups, where they can develop their social skills. The childminder provides children with a variety of opportunities to see the world around them. For instance, they walk in the local woodland areas as part of their daily routine.
- Parents are very happy with the care and education that the childminder provides. The childminder builds strong relationships with parents. She keeps parents updated about their children's routines and activities each day. The childminder provides ideas for activities to help children to continue their learning at home.
- The childminder asks for feedback about her service from parents and children, who speak highly of her. She networks with other childminders in the local area to help to enhance her practice. The childminder is dedicated to her role. She updates her professional knowledge through regular training. However, she has not recently reflected on the quality of her teaching, to identify where she can enhance her teaching practice even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has updated her safeguarding knowledge. She is aware of wider safeguarding issues and ensures that all her policies are updated to reflect these. This helps her to keep children safe from harm. The childminder knows the possible signs and symptoms of child abuse and fully understands how to report child protection concerns. She implements policies and procedures to keep children and her home safe. The childminder carries out daily safety checks to help reduce hazards and minimise accidents. This helps her to promote children's safety and welfare to a high level.

What does the setting need to do to improve?

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

- improve teaching to focus more sharply on the skills children need to learn next, rather than on the outcomes of activities
- make full use of professional development opportunities to aim at continually raising the already good quality of teaching to the highest level.

Setting details

Unique reference number	2528301
Local authority	Surrey
Inspection number	10208365
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 2
Total number of places	4
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Fetcham, Leatherhead. She operates all year round from 7am to 6.30pm, Monday to Friday, except for public and family holidays.

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 setting.
- The childminder and the inspector carried out a learning walk and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector and the childminder carried out a joint evaluation of an activity.
- The childminder showed the inspector a range of documentation, including evidence of suitability checks for adults living in the home and her first-aid certificate.
- The inspector obtained parents' views 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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