

Childminder report

Inspection date: 19 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder is patient and kind. Children immediately settle into her care and show a firm sense of belonging. The childminder is a good role model who helps children to gain an early understanding of how to behave and to manage their own emotions. They immediately seek her reassurance if they become upset or tired. Children are safe and secure. The childminder uses good risk assessments that help children to play and learn safely. Children are excited and curious learners. They show increasing concentration skills as they focus on tasks and involve themselves in activities the childminder plans for them. The childminder consistently praises children. This helps them to build a high level of self-esteem and confidence in their own abilities.

Children build an early awareness of their immediate community, families and the wider world around them. They go on many outings to build on their social skills and learn to play and share with others. For example, they enjoy time at a local playgroup. Children have opportunities to increase their physical skills and have daily access to fresh air and exercise. The childminder provides children with time to develop new skills. For example, they practise their increasing spatial awareness on the balance beams at the park.

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

- The childminder assesses the progress that children make effectively. She can identify potential gaps to ensure that children have additional support if required. The childminder sets next steps to further challenge children's learning. This helps them to make good and steady progress. The childminder recognises the importance of sharing information with parents about their children's achievements and how they can further support them at home.
- The childminder establishes good partnerships with parents. She gathers information when children first start, to carefully plan for their future learning. The childminder adapts her teaching to support children's changing interests and needs. She recognises when children take a particular interest in activities and is quick to extend on their curiosity.
- Children are starting to use early mathematics in their play. For example, they join in with the childminder as they count the 'bees' in a story. The childminder introduces colours and shapes to children to increase their knowledge. Children use coloured bricks to build towers, which also helps to support their physical and problem-solving skills.
- The childminder places an importance on supporting children's communication and language development. She introduces new vocabulary and sounds to younger children, who respond by repeating and trying new words. Children enjoy sitting close to the childminder as she reads their favourite stories.

Children enthusiastically join in with action songs as they make shapes with their fingers and follow the childminder's lead.

- Overall, the childminder understands the importance of using self-evaluation to raise the quality of all areas of her provision. She seeks the views of parents and children through discussions and observations. However, the childminder does not precisely plan for and focus on her professional development to help raise her knowledge and understanding to even higher levels.
- Children enjoy exploring with early technology to increase their early awareness of the world around them. They press buttons to make sounds and use their developing memory and recall skills as they repeat actions. This helps children to remain motivated learners and start to explore with early mathematics with their increasing problem-solving skills.
- The childminder has a good knowledge of how children of all ages learn and develop. She provides lots of toys and resources to encourage children to become inquisitive and excited learners. However, the learning environment is not always as well organised as it could be. For example, at times, younger children do not have space to fully explore or make their own choices in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant in protecting the children in her care. She is confident in how she would identify potential signs of abuse and how she would report any concerns for a child's welfare. The childminder knows what action to take in the event of an allegation being made against her or a member of her household. She uses robust risk assessments for all areas of her provision and when on outings, to help keep children safe. The childminder regularly reviews her policies and procedures to ensure they hold the correct details and information.

What does the setting need to do to improve?

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

- develop a more precise programme of professional development that helps to raise knowledge and understanding to even higher levels
- strengthen the organisation of the learning environment, to support younger children to make their own choices and have space to fully explore in their play.

Setting details

Unique reference number	EY463072
Local authority	Surrey
Inspection number	10132644
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 9
Total number of places	4
Number of children on roll	3
Date of previous inspection	20 June 2016

Information about this early years setting

The childminder registered in 2013. She lives in Banstead, Surrey. The childminder provides care Monday to Friday from 7am to 6pm, all year round. She has a level 3 qualification in early years.

Information about this inspection

Inspector

Gwendolyn Andrews

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 inspector accompanied the childminder around the areas of the home used for the childminding provision.
- The inspector observed the interactions of the childminder and the children, and the impact the teaching has on children's learning and development.
- The childminder, the children and the inspector spoke at appropriate times throughout the inspection. The inspector discussed the arrangements for the safeguarding of children, and the childminder's reporting procedures.
- The childminder and the inspector discussed professional development and how she evaluates her provision and the current areas identified for improvement. A range of documentation was sampled, including suitability checks and qualification certificates.

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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