

# Childminder report

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Inspection date: 26 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	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children demonstrate the strong bond they have with the childminder. They are happy and secure in her care and readily go to her for support, to share what they are doing and to seek reassurance. They behave well and demonstrate their good manners, such as when taking turns, sharing and saying please and thank you.

Children enjoy healthy lifestyles. They make daily trips in the local community and other places of interest. Children share how they like to explore at forest school and go on walks with other children and their carers. This enables children to gain an understanding of the natural world, interact with others and build on their social skills.

Children are confident to share their ideas and interests and the childminder builds on these well. For example, while children play at 'princesses' and dance, the childminder talks to them about what they are doing and builds on their vocabulary, such as talking about their crowns and gowns.

Children enjoy books and stories. They eagerly sit down to listen to a story with the childminder. They share what they can see on the page and respond when the childminder asks them questions. For example, when the character has to solve a problem or has a worry, children share what they have experienced and how they resolved it.

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

- The childminder has successfully met the actions raised at her last inspection. Her previous assistant, who is now a registered childminder who works with her, has completed all of her suitability checks. The childminder has also completed training, sought support from other childminders and professionals and done some research to improve her understanding of safeguarding.
- The childminder demonstrates how she is now effective at identifying what children need to learn next and how she plans activities to help them achieve this. She states that she found the online courses on progress planning really useful at increasing her understanding and plans to do some more to build on her practice further.
- The childminder shares her commitment to help every child make good progress in their development. Children are confident to talk about their likes and gain good language skills. They develop good coordination and physical skills and have plenty of opportunity to try these out at the different activities they attend.
- Partnerships with parents are strong. Parents receive daily updates, through discussion, daily diaries, and online messages. The childminder shares how important partnership working is. For example, it enables her to keep up to date

with what the children are doing and feeling, and for her to share with parents how they can continue their children's learning at home.

- Children develop good hygiene routines. They share why they need to wash their hands before they eat and after using the toilet, to remove dirt and germs. The childminder encourages their personal independence skills but is on hand to assist them if they need or request it.
- The childminder provides a varied curriculum for the children. She knows their characters, skills, likes and dislikes well. She encourages them to engage in activities but is still trying to find effective ways to build on the attention skills of the older children, in readiness for their next stage of learning away from her setting.
- The childminder knows children and their interests well. Children enjoy role play and expressing their imagination. Children eagerly share the binoculars they made from cardboard tubes and wool, and the bird feeders they mixed seeds together to make while at forest school. Children ask if they can paint, however, the childminder is less confident about providing art and craft activities at home, although the children enjoy this.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure understanding of child protection and how to safeguard children in her care. She is aware of the need for all adults who have contact with the children to be suitability checked. If she has a concern about a child's welfare she is aware of how to refer these on. The childminder completes risk assessments, on her home and for outings, to ensure children remain safe. She gives children clear instructions on how to keep themselves safe and to consider the consequences of their actions on their own and their friends' safety.

## What does the setting need to do to improve?

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

- develop more opportunities for children to freely express themselves using creative materials
- develop further ways to help older children to focus and concentrate for longer periods to further increase their learning.

## Setting details

<b>Unique reference number</b>	EY442047
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10199178
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	15 June 2021

## Information about this early years setting

The childminder registered in 2012. She lives in Pyrford near Woking, Surrey. The childminder cares for children all year from 7.45am to 5.30pm on weekdays. She accepts funding for the free provision of education for children aged two, three and four years.

## Information about this inspection

### Inspector

Anne Nicholson

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector read parents' views of the childminder and the service she provides.
- 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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