

Childminder report

Inspection date: 4 February 2022

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| 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 | Inadequate |
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What is it like to attend this early years setting?

The provision is good

Children develop close and affectionate relationships with the childminder and her assistants. They are happy and settled in her home. Children confidently seek out adults for cuddles and reassurance and this helps to support their emotional well-being. Children confidently explore the environment and show curiosity in the toys and activities available to them. The childminder knows the children well. She plans activities that capture their interests and support their ongoing development.

Children benefit from the childminder's positive and ongoing interactions. They eagerly participate in action songs and enjoy dancing to music. Children enjoy choosing stories and listen intently as the childminder refers them to familiar characters within the storyline. This supports children's communication and literacy skills effectively. Children learn about mathematical concepts, such as when they count food items in a shopping game. They develop their memory skills as they identify and match cards and talk about how they have made a pair. Children are developing good levels of independence. They learn to manage their own self-care routines and excitedly put on coats and boots in readiness for outdoor play. The childminder gives children time to do things for themselves and practise new skills during daily routines.

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

- The childminder demonstrates a genuine enjoyment of working with young children. She works in partnership with the local authority to meet the actions and recommendations from the last inspection. She now reviews her own practice and that of her assistants to provide an age-appropriate curriculum.
- The childminder has focused on improving the organisation of the environment to meet the developmental needs of young children. She has completed research and now implements more imaginative play activities that meet the ages of the children attending. However, she has not yet focused fully on using professional development opportunities to further extend her teaching skills.
- Assistants receive guidance and support from the childminder. They have opportunities to talk about and reflect on changes made to the curriculum. The childminder prioritises their well-being, for example by offering flexibility in their working day. The assistants told the inspector that they are happy and feel supported in their role.
- The childminder sets high expectations for what she wants children to achieve, including those with special educational needs and/or disabilities. She works well with families and external agencies to support each child. This ensures that each child has the appropriate support and that gaps in learning close as quickly as possible.
- The childminder embraces children's cultural backgrounds. For example, children

take part in a variety of creative activities that relate to Chinese New Year. Children enjoy painting tigers and tasting Chinese food. This gives children the confidence to celebrate their uniqueness and develop an understanding and respect for others.

- The childminder and her assistants support children's communication skills. They introduce words such as 'filling up to the top' and 'emptying out' as children explore pasta shapes. Children show high levels of perseverance as they scoop up and empty the pasta. The adults ask the children if they need to add more to reach the top of the container. This gives children the confidence to engage in conversations and problem-solve as they play.
- Children's behaviour is good. They are developing the skills of listening to and following instructions. Children know to be gentle and kind, share and take turns. They show how they care for their friends by holding a gate open for them. Children relish their time outdoors. They enjoy digging in trays filled with sand and soil, riding trikes and bouncing on a trampoline. However, the childminder does not extend children's awareness of nature and changes in the environment.
- The childminder has communicated well with parents throughout the COVID-19 pandemic. She shares information about the curriculum and children's individual progress using an electronic system. Parents spoken to welcome and enjoy being able to read their children's progress. Effective communication between the childminder and parents supports children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good knowledge of child protection matters. They know what to do should they be concerned about a child's welfare and they understand the procedures to follow in the event of an allegation against adults. The childminder has implemented safer recruitment procedures when employing assistants. She knows to notify Ofsted of any new assistants so suitability checks can be carried out. The childminder uses risk assessments effectively to maintain good hygiene and help reduce potential risks to children. All adults have completed appropriate paediatric first-aid training and are deployed well to support all children.

What does the setting need to do to improve?

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

- build on professional development plans to strengthen knowledge and raise the quality of teaching even further
- extend opportunities for children to learn about nature and changes in the environment.

Setting details

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| Unique reference number | EY561318 |
| Local authority | Surrey |
| Inspection number | 10207645 |
| 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 3 |
| Total number of places | 6 |
| Number of children on roll | 11 |
| Date of previous inspection | 3 September 2021 |

Information about this early years setting

The childminder registered in October 2018 and lives in Guildford, Surrey. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant who holds an early years qualification at level 2.

Information about this inspection

Inspector

Janet Thouless

Inspection activities

- The inspector discussed any continued 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 she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this has on children's learning.
- Children spoke to the inspector about what they enjoy doing while they are with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to a parent about the service the childminder provides.

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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