

# Childminder report

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Inspection date: 9 February 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 thoroughly enjoy their time at the setting. They lead their own play, and the childminder and her assistant are flexible in their approach to amending their plans for the day. This enables children to make choices about their learning and understand that their opinions are heard and valued. Children access an environment that is well planned and where the atmosphere is of calmness. The childminder shares her clear intent for the curriculum with her assistant. This enables them both to have good ambitions for all children to make the best possible progress over time.

Children learn to adopt the clear ethos of the setting. For example, they begin to understand the importance of working together and sharing. This helps them to develop good relationships with other children and also the childminder and her assistant. Children are secure in their knowledge that when readily approaching the childminder or her assistant for reassurance and comfort, this will be given willingly. For example, when they gesture that they wish to be picked up, they immediately receive cuddles and warm words of comfort. Children learn about cultures and languages from around the world. For example, they hear and use words in Spanish at the childminder's setting and at home. The childminder shares these simple words with parents to help encourage children's knowledge.

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

- The childminder and her assistant have made clear improvements since the last inspection. They have worked with other professionals, attended training, completed research and then used their newfound knowledge to revise their practice. For example, they review the successes of each day and identify how to improve the activities and experiences they provide. The childminder has also been researching the differing ways children learn, to enhance her knowledge.
- Children develop good levels of confidence. This is a clear focus for the childminder, and her assistant supports this intent effectively. For example, they use effective methods, such as enabling children to become helpers at snack time. Here they cut up the fruit with a table knife and share it out using tongs. This boosts children's self-esteem as they are trusted with tasks, and also enhances their learning.
- The childminder and her assistant work hard to bring in all areas of learning to children's play and experiences. For example, when children explore the 'dinosaur land' activity, they learn about where different animals live and use natural resources, discussing their textures. They also use work together to build the jungle and use their small muscle skills to make marks in the sand. However, sometimes, activities come to an abrupt halt, and this disrupts some children's learning and enjoyment.

- Children build their vocabulary, for example when they sing with the assistant and read stories with the childminder. However, the childminder and her assistant do not always make sure that they speak directly to all children during planned activities to include them further. Also, occasionally, they do not make sure that young children, or those learning to use their speaking skills, can see their face to help them learn more about mouth movement.
- Children develop a clear understanding of how to manage their own behaviour. The childminder and her assistant are consistent in their approach to helping children learn right from wrong. Children receive clear explanations to aid them in resolving any issues. However, these are minor and quickly diffused.
- The childminder has a positive working relationship with parents and other professionals. She gathers information from them prior to children starting, and uses this to plan for children's next steps. Parents show their appreciation of the work of the childminder and her assistant. For example, they comment that they like how their children 'learn through music, physical interaction and learn how to play with others'. They also thank them for putting their heart and soul into their child's development.
- Children gain a secure knowledge of mathematical concepts. For example, they build towers with the assistant, who uses effective questioning to extend the discussions about how to divide the blocks in half. Children understand which tower is the tallest and smallest, and use mathematical language in context and naturally in the conversation.
- The childminder and her assistant have greatly improved their knowledge of child protection, including the wider aspects of safeguarding. They fully understand their role in referring their concerns about children or adults, and also the professionals to contact. This enables them to protect the children in their care from harm. The childminder undertakes thorough risk assessments and takes action to minimise these. Children receive clear guidance about their own safety, and older children demonstrate their knowledge. For example, when driving their cars in the garden and there was a 'crash', the assistant asked who they must contact. An older child knew to call '999' to contact the police, fire brigade and ambulance.

## Safeguarding

The arrangements for safeguarding are effective.

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

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

- strengthen the planning of activities to make sure that all children's learning needs are fully included and enhanced
- build on how changes in activities are managed to ensure that children's learning is not interrupted by sudden changes.

## Setting details

<b>Unique reference number</b>	EY498505
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10210183
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	27 September 2021

## Information about this early years setting

The childminder registered in 2015 and lives in Epsom. She works with an assistant. The childminder operates Monday to Friday throughout the year between 7.30am and 6.30pm. She is in receipt of funding for children aged three and four years.

## Information about this inspection

### Inspector

Helen Penticost

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together.
- The inspector carried out a joint observation with the childminder.
- Children communicated with the inspector during the inspection.
- The childminder spoke to the childminder and her assistant throughout the inspection.
- The inspector took parents' views into account.

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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