

# Childminder report

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Inspection date: 22 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	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

Children are happy and enjoy learning in this welcoming and homely environment. They form strong bonds with the childminder and settle quickly in her care. Children behave well. They learn to negotiate and share resources. Children are keen to take part in challenging activities. Older children concentrate well on things that interest them. For example, they experiment during a gluing and sticking activity and develop their hand-to-eye coordination effectively. These skills help them to be well prepared for their next stage in learning.

Children are developing an awareness of other cultures and traditions. They enjoy learning about a range of festivals, such as Chinese New Year and Diwali. Children discuss things that they have in common and things that make them unique. For instance, the childminder encourages families to bring in photos to create displays. Children enjoy looking at family photos and naming relatives.

Children benefit from a curriculum with a strong emphasis on communication and literacy. They look forward to regular opportunities to join in with songs and play musical instruments. Throughout activities, the childminder provides a commentary, models good conversational skills, and introduces new vocabulary. Children eagerly try and copy the new words they hear.

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

- Children's communication skills are developing well. They chat excitedly about significant events in their lives, such as a recent trip to the local farm. Children giggle with delight as they discuss the 'hairy pig' they saw at the farm.
- The childminder is reflective and passionate about improving her practice. She undertakes training and research that has a positive impact on children's learning needs. For instance, the childminder has recently changed her ethos to be more environmentally sustainable and have more natural resources for the children to enjoy.
- The childminder has secure relationships with parents. She collects a wide range of information from them when children first start. The childminder uses this effectively to help children to quickly settle into her home. The childminder informs parents about their children's learning through daily discussions and electronic communication. Parents speak highly about the childminder's care and support for their children. They describe her as 'simply amazing'.
- The childminder ensures the children have plenty of exciting opportunities and experiences while in her care. She takes them on regular outings to local parks, farms, museums and to the library. This helps to enrich children's lives and introduces activities that they may not experience at home.
- Children have good opportunities to develop their understanding of

mathematics. They practise their counting skills as they play. For example, children count buns as they sing 'Five currant buns'. Although the childminder plans a wide range of stimulating activities, some of the activities provided for younger children are not always fully appropriate for their age and stage of development. This means that next steps in their learning are not fully supported.

- The childminder promotes children's healthy lifestyles well. She talks to children about the effects too much sugar can have on their teeth and introduces words, such as cavities. Children explore play resources, including models of teeth and toothbrushes, to learn about the importance of brushing their teeth. They practise brushing teeth to remove stains and talk confidently about foods that are good and bad for their teeth.
- The childminder promotes older children's independence and invites them to complete small tasks throughout the day. For example, she asks children to help find the musical instrument box. Children show a great willingness to help and take part in activities, demonstrating good self-motivation. However, the childminder does not consistently encourage younger children to be independent during self-care routines, such as when handwashing or wiping noses. This does not fully support their independence skills.
- Children learn to recognise risks and keep themselves safe. For example, they know what to do if there is a fire, and how to call 999 to get help in an emergency. The childminder arranges visits with various emergency services personnel, which gives children a deeper understanding of people who help us.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of her responsibility to keep children safe. She has a good knowledge of the signs that could indicate that a child is at risk. The childminder is aware of the correct procedure to follow if she has any concerns about a child. She has a good understanding of wider safeguarding issues and possible signs to be aware of. The childminder knows how to report any allegations made against her or a household member. The childminder has risk assessments in place and carries out daily checks of the environment to ensure that hazards are identified and removed or minimised.

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

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

- review the planning of some activities for younger children to precisely target their next steps in learning
- promote younger children's independence further during self-care routines.

## Setting details

<b>Unique reference number</b>	EY310516
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10136444
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	9 December 2015

## Information about this early years setting

The childminder registered in 2005. She lives in Ashford, Middlesex. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder is eligible to receive funding for the provision of free early education for children aged two, three and four years. The childminder holds an appropriate childcare qualification at level 3.

## Information about this inspection

### Inspector

Sarah Richards

### 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 her evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke to the inspector about what they enjoy doing while with the childminder.

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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