

Childminder report

Inspection date: 22 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children benefit from the childminder's high expectations for what they can achieve. They actively explore, investigate and learn how things work within the safe and highly resourced environment. Children have tremendous fun with the childminder as they play and learn. They learn to show thought and consideration towards each other, as they follow the childminder's excellent role modelling.

The childminder finds out from parents about their children's routines and interests before they start at the setting. She gets to know children and their families extremely well. The childminder provides a range of experiences for children to learn about the world around them. Children enjoy visits to the local park, library, forest school and toddler groups in the community.

The childminder and her co-childminder offer a welcoming and homely environment where children feel happy, safe and secure. Every day, children have opportunities to sing, dance and share stories. They sit down on a rug without moving and wait for the childminder to sing 'the bear loves honey'. Children jump up gleefully and start looking for the hidden honey. They listen attentively to what the childminder says to them. The childminder introduces new language throughout the day, including words that enable children to explain how they are feeling. Children are articulate and use a wide range of vocabulary in their communication and language.

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

- All children form strong bonds with the childminder. She is attentive to their needs. For example, the childminder recognises when she can support them to wash their hands and monitors when they are ready for their sleep. Parents are highly complementary of the care their children receive and the information shared with them about their child's achievements.
- The childminder helps to support children's understanding of the importance of living a healthy lifestyle. Children are encouraged to make independent healthy choices, including for their snacks and lunch. Parents are encouraged to send a healthy balanced lunch for their children. They play with resources that introduce them to good dental health, such as giant teeth, toothpaste and toothbrushes.
- Children are well supported to understand the diverse society they live in. They access a broad selection of resources, such as dolls and books. This helps to introduce children to the concept that people look different from each other, but can have the same experiences. Children develop a good understanding of diversity beyond their immediate family. For example, families share their own experiences with the children such as Jewish festivals and Chinese New Year.

- The childminder asks children questions to extend their learning. She gives them time to consider what they want to say before they respond. For instance, when painting penguin pictures, children are asked where penguins might live or what they might eat. This helps children to learn about the world around them. However, they are not always given the opportunity to explore independently to develop their problem-solving skills. For example, creative activities are very adult-directed and children do not have the opportunity to take risks in their learning.
- Mathematics is part of everyday activities. The childminder encourages children to count for a purpose and to recognise numbers. Children are asked to peg numbers to the penguin pictures, sequence numerals and count to 20. When using play dough, children understand the concepts of more and less, and compare sizes and quantities within their play and exploration.
- The childminder builds and maintains good partnerships with other early years professionals. She communicates with staff at settings children also attend and shares their next steps in their learning. The childminder provides children with a good consistent approach to their shared care and learning experiences.
- The childminder uses her observations and information from parents, to plan children's next steps in learning. For example, the childminder recognises that some children need support to learn how to self-regulate their emotions. She plans a range of opportunities for children to enjoy sharing toys with their peers. This helps children to begin to appreciate turn taking and form friendships with others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to safeguard children. She frequently updates her knowledge to ensure that she fully understands all aspects of child protection and broader safeguarding concerns. The childminder knows precisely what to do should she have any concerns about a child's welfare. She helps children learn how to manage their own safety. For example, they discuss together what is safe and what is not safe to do online. The childminder supports parents to keep their children safe online at home. Children learn to keep themselves safe, such as being cautious of strangers and learning about the hazards of cars and how to cross roads safely.

What does the setting need to do to improve?

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

- allow children opportunity to explore resources and take risks in their learning before stepping in.

Setting details

Unique reference number	2504816
Local authority	Surrey
Inspection number	10207744
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 4
Total number of places	4
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Woking, Surrey. The childminder operates Monday to Thursday, from 8am until 5pm, from her co-childminder's home in Woking. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Amanda Harrison

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 the evaluation of the setting.
- The childminder discussed her plans for the children's development and how she implements her educational programme.
- The inspector observed the quality of education during activities and assess the the impact this has on children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector carried out a joint evaluation of an activity with the childminder and they discussed their findings.
- The inspector looked at a sample of the childminder's documentation, including policies and procedures, and training 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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