

# Childminder report

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Inspection date: 23 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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are clearly settled and show that they feel safe in the childminder and her assistant's warm care. They snuggle in for comfort and reassurance. Children make choices and decisions. They can freely choose what to play with and where to play. Children are confident and independent.

Children benefit from a childminder and assistant who know how to support their learning. Children enjoy a range of activities that are planned and designed to engage them in their learning. They enthusiastically dance and sing to music, for example, and enjoy exploring outdoors. The childminder and her assistant offer children praise and encouragement, supporting their emotional well-being effectively.

Children benefit from a calm and patient childminder and her assistant. They are positive role models and children behave well. Children learn to manage their own safety, sensitively supported by the childminder and her assistant. Young children climb up and stand on a bench, for example. The assistant clearly explains how children could be safer, staying close by to offer support. Children listen attentively to requests and instructions. They respond positively and swiftly.

Children learn a good variety of skills with the childminder and her assistant. These will help them as they move on to the next stage in their education.

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

- The childminder and her assistant know the children in their care well. They know what children like to do and how they like to play. The childminder ensures all children have opportunities to participate in a good range of activities. She supports their learning effectively.
- Older children confidently discuss a range of topics, sharing what they know. They ask questions and are self-motivated learners. Younger children explore everything the childminder has to offer. They clearly enjoy the company of the older children, who are caring towards them. Children play together cooperatively.
- Children enjoy sensory activities. They are highly engaged for long periods as they explore. The childminder and her assistant play alongside children, modelling, demonstrating and encouraging their learning.
- The childminder and her assistant generally support children's developing communication well. They repeat back what children say and introduce them to new words as they play. The childminder talks about compacted and squashed oats, for example, as children fill and empty bowls. However, at times, the childminder and her assistant do not consistently leave children with time to

think and respond to questions. This does not fully support children to develop their language and thinking skills.

- The childminder provides a clean and tidy learning environment for children to play and learn in. The childminder and her assistant generally support children's good health and hygiene effectively. At times, however, their practice is inconsistent and some children do not wash their hands before eating. This does not teach children about developing a healthy lifestyle.
- The childminder helps children to develop an understanding of the wider world. They go for walks in the local area and visit parks and playgrounds. Children meet others at the local childminder group. They have the opportunity to develop their social skills as they play with children of all ages.
- The childminder makes good use of training to develop her skills. Recently, for instance, she has increased her knowledge around strategies to support children who may need extra help with their learning. The childminder shares her knowledge with her assistant. This ensures a combined and consistent approach for children.
- The childminder has developed positive partnerships with other settings children attend. Effective communication between settings enables good levels of continuity for children's care and learning.
- Parents are very positive about the care and support their children receive from the childminder and her assistant. They comment that the thorough handovers help to keep them informed about their children's day and development. Parents say their children are 'always excited to go to the childminder's house'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their role to keep children safe and promote their well-being. They know what signs may indicate a child is at risk of harm. The childminder and her assistant know the procedures to follow if they have any concerns about children's welfare. They regularly update their knowledge of wider safeguarding issues through training. The childminder and her assistant carefully supervise children in their care to ensure they are safe as they play. The childminder ensures her assistant is suitable to work with children.

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

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

- support children's thinking and language skills further, for example by giving them more time to think and respond to questions
- offer more consistent support for children to learn about healthy lifestyles, especially the importance of handwashing.

## Setting details

<b>Unique reference number</b>	EY432500
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10074880
<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 6
<b>Total number of places</b>	12
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	15 April 2016

## Information about this early years setting

The childminder registered in 2011. She lives in Fetcham, Surrey. The childminder holds a childcare qualification at level 3. She regularly works with an assistant. The childminder provides care Monday to Friday, from 7.30am to 5.30pm, throughout the year. She receives funding for free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Emma Dean

### 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 this into account in their evaluation of the setting.
- The childminder showed the inspector around the premises and discussed how she ensures they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning. The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of suitability of household members and her assistants.
- Parents shared their views of the setting with the inspector.

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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