

Childminder report

Inspection date: 7 March 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 | Good |
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What is it like to attend this early years setting?

The provision is good

Children quickly build secure relationships with the childminder and her assistant. They are happy and settled in their care. The childminder is gentle and caring in her interactions. Children are eager for her to join in their play. They sit closely during story time, clearly sharing positive relationships.

Children flourish in the childminder's care. They confidently choose their own resources from the good selection available. For instance, children show good concentration skills as they push dolls around in pushchairs, and show good perseverance skills as they dress the dolls. This helps them to learn some of the skills they will need for school, such as fastening buttons. Children play and learn in a language-rich environment. They gain good confidence in their communication skills. Young children demonstrate strong language skills. They begin to repeat new words, such as 'bubble' and 'pop', as they watch bubbles floating in the air. Children delight in jumping on bubbles as they fall to the floor.

Children are extremely confident and independent. For instance, younger children cut their own snacks carefully using safety knives. The childminder has high expectations for all children. Clear rules and boundaries are in place so that they know what is expected of them. Children are polite and respectful, and are learning to share and take turns. When minor disagreements occur, the childminder quickly steps in to diffuse the situation.

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

- Children benefit from a wide range of exciting trips in the local community. For instance, they develop friendships and social skills at playgroups, investigate nature in nearby woodlands and learn about history and heritage by visiting castles. This helps children's understanding of the world around them and promotes a sense of awe, wonder and curiosity.
- The childminder works closely with parents to find out what children can do and she offers good support to help close any gaps in their learning. Partnerships with parents are good. Parents are very happy with the service the childminder provides. They say that their children make good progress in her care, particularly with their speech, confidence and behaviour.
- The childminder makes regular assessments of what children know and can do. She uses this information to plan interesting and challenging experiences to move children forward in their learning. Children have many opportunities to develop their mathematical skills and knowledge. They take delight in building towers and count the number of toy bricks they have used.
- The experienced childminder evaluates her provision well. She keenly updates her skills and knowledge to help improve her practice. For instance, recent

training has increased her knowledge of how to support challenging behaviour in children. However, the childminder does not consistently monitor and supervise her assistant's practice closely enough to offer targeted support to help raise his good practice to a higher level.

- Children learn about the importance of a healthy lifestyle. They are provided with opportunities to be involved with and make decisions about healthy food that they would like to eat. Children learn about the importance of choosing foods that are less sugary and why they need to brush their teeth.
- The childminder and her assistant are positive role models and create a loving environment for children. They praise children's efforts warmly and value their ideas, helping them to feel cherished. The childminder provides age-appropriate opportunities for children to learn about different customs and traditions, for example by tasting various foods from different cultures.
- Children benefit from regular walks and exercise in the fresh air. They are provided with ample opportunities to develop their physical skills as they access a range of wheeled toys to ride on. Children demonstrate good balance and coordination as they manoeuvre cars around the garden.
- The childminder develops positive relationships with other settings that children attend. For example, she shares information about children's next steps in learning with the key persons. This helps to promote a consistent approach for children.
- The childminder supports children's literacy skills. She encourages them to explore books independently and talk about what they see on the pages. The childminder reads children their favourite stories, and they become engrossed and excited as they recall what happens next. However, the childminder does not consistently provide children with a range of opportunities to fully develop their mark-making skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a thorough understanding of their responsibilities to keep children safe. They are aware of the indicators that might suggest a child is at risk of harm and are confident to report any concerns they have. The childminder implements robust safeguarding procedures, including safer recruitment. She carries out risk assessments and helps children learn how to keep themselves safe. Children know the childminder's procedures. For example, they know to wait for her before leaving the playroom and when climbing up the steps to wash their hands.

What does the setting need to do to improve?

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

- enhance children's opportunities to practise mark making and develop their early writing skills indoors and outdoors
- focus more precisely on the ongoing support and professional development of the assistant to help raise their good practice to a higher level.

Setting details

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| Unique reference number | 134797 |
| Local authority | Surrey |
| Inspection number | 10228262 |
| 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 | 2 to 9 |
| Total number of places | 6 |
| Number of children on roll | 15 |
| Date of previous inspection | 9 September 2016 |

Information about this early years setting

The childminder registered in 1989 and works with an assistant. She lives in Knaphill, near Woking, Surrey. The childminder provides care Monday to Friday from 7am to 6pm, throughout most of the year. She accepts funding to provide free education for children aged two, three and four years. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Sarah Richards

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 her evaluation of the provision.
- The childminder and the inspector completed a learning walk together and discussed the curriculum.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The inspector carried out a joint observation of an activity with the childminder.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the written comments of parents and the views of children spoken to during the inspection.

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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