

# Childminder report

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Inspection date: 16 March 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 happy and enjoy the time they spend in the childminder's welcoming and nurturing home. They show that they have strong bonds with her when they snuggle up to her for cuddles when sharing storybooks. Children have fun making boats and concentrate on the task. They learn how they can blow into straws to help their boats move along in the water tray.

Children are supported to become increasingly independent. For instance, the childminder helps them to safely use scissors as they make flags for their boats. This prepares them effectively for future learning and they become able and confident in their own ability. Children with special educational needs and/or disabilities (SEND) enjoy splashing in the water and making independent choices about what they want to do, such as playing with wheeled toys. Children behave well. They are kind and considerate to each other.

Children enjoy purposeful outings outside of the childminder's home. They visit the library and mix with other children at age-appropriate groups. The childminder also meets a network of other childminders and their childminded children at venues such as parks and soft-play centres. This helps children to develop their social skills.

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

- The childminder is highly responsive to children's needs and knows what she wants them to learn. She knows children well and works closely with parents to gather key information about their children. The childminder follows children's routines and interests, which helps them to feel settled and secure. She monitors children's progress closely to help her to plan and support children's individual learning needs.
- The childminder provides an inclusive service to children and their families. She has a secure relationship with professionals from the National Portage Association, which offers support and advice to those caring for children with SEND. Together, the childminder, professionals and parents implement action plans to help children with SEND to achieve specific targets. However, the childminder recognises the need to build on her knowledge further to help to support children with SEND even more, for example by using visual aids to help them to express their thoughts.
- During the COVID-19 pandemic, the childminder noticed that some children needed support with their social skills, such as taking turns. She successfully helped children with this and introduced them to games, such as appropriate board games. This helped to support children's emotional and social development.

- Children are friendly and are encouraged to use good manners. The childminder has a very patient manner and she calmly reminds children how to be polite. Children form strong friendships with one another and learn how to take turns on the see-saw and slide.
- The childminder promotes children's understanding of numeracy. For instance, she introduces early mathematics as they play, and children eagerly sing numeracy songs that they are familiar with.
- Children learn about the natural world and they spend plenty of time outdoors. They watch birds in the trees and listen to them sing. The childminder introduces new words, such as 'soft', 'loud' and 'camouflage'. This helps children to have an interest in the wider world and broadens their vocabulary.
- The childminder plans regular activities throughout the year to help children learn about how others celebrate special events. They share ideas about what makes them unique during their play. For example, they have discussions about eye and hair colour.
- The childminder supports children's understanding of a healthy lifestyle. For instance, she helps children to learn about the importance of caring for their teeth. Children take part in imaginative play, such as pretending to visit the dentist, and they have fun using the play dental equipment. They read related books and enjoy lifting flaps to see the teeth of various animals.
- Parents speak highly about the childminder. They say that their children feel safe and secure in her care and that she is a special carer and educator. The childminder shares information about their child's day. However, she does not maximise opportunities to help parents to build on their children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding matters. She knows how to recognise the signs that might give her cause for concern about a child's welfare. This includes wider aspects of safeguarding, such as protecting children from substance misuse. The childminder regularly carries out training to keep her knowledge up to date and reads related articles online. She has a detailed policy with a broad range of information. The childminder supervises children diligently and ensures that her home is secure. She teaches children how to keep themselves safe, such as when they use the slide.

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

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

- build on existing knowledge to enhance the support for children with special educational needs and/or disabilities, such as training about different methods of

communication

- extend the partnership with parents to provide more opportunities for them to be involved in supporting their children's learning and development.

## Setting details

<b>Unique reference number</b>	EY481705
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10219872
<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>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	5 August 2016

## Information about this early years setting

The childminder registered in 2014 and lives in Horley, Surrey. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Maura Pigram

### 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 their evaluation of the setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children. She played with the children and spoke to them during the inspection.
- The views of parents were taken account of through documentation left with the childminder.
- The childminder and the inspector discussed a planned activity together and assessed the impact on children's learning.
- The inspector sampled some documentation, including the childminder's first-aid certificate and evidence of suitability checks for household members.

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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