

Childminder report

Inspection date: 22 March 2022

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 are happy, safe and well cared for. They demonstrate good levels of confidence and self-esteem, and a desire to learn. Children are kind and caring as they play together. They behave extremely well and develop good social skills. For instance, as they play basketball outside, children share turns with the ball and watch to see if friends have scored a hoop. Children develop high levels of independence. They are able to put on and take off shoes as they go outside and learn the importance of good hygiene, such as how to wash their hands before they prepare their lunch.

Children benefit from a wealth of activities that engage and motivate them to learn. They develop good language skills and are able to think through and share their own ideas. For instance, children share favourite books and talk confidently about what they learn from these. They talk about the 'Bronze Age' pointing out the woolly mammoth and the antlers from the deer. Older children develop good vocabulary skills and are confident and articulate in their conversations. These skills support children to be ready for the next stage in learning, including school, when the time comes.

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

- Children develop strong, trusting relationships with the childminder and with each other. The childminder's focus on supporting children's personal, social and emotional well-being is a strength of her practice. She takes the time to get to know children's individual personalities and values their uniqueness. She takes account of this in all that she does. Children develop good social skills. They are kind and caring in their interactions with each other and develop strong friendships.
- The childminder provides a wide range of learning experiences for children. She offers hands-on opportunities to help excite and engage children. For instance, children learn about how to mix paints to create different colours for their rainbows. They enjoy mixing red and white and proudly say, 'look it is pink!'. However, at times, the childminder does not place sufficient focus on the learning intent, to tailor her teaching to what she wants children to know or learn next.
- Parents speak very highly of the childminder and the good quality care she provides for their children. They comment on the wealth of information she shares about children's day-to-day activities and offers advice and support, such as when children are being toilet trained. This helps to support children's learning and contributes to the good progress they make in their overall development.
- The childminder promotes literacy well in her setting. Children develop a love of

books and readily share favourite stories and factual books. The childminder recognises the value this has in supporting children's growing vocabulary skills. Where children need additional support to develop confidence in speaking, the childminder sensitively adapts conversations to enable children to speak and to be heard. Children make good progress in their communication skills, from their starting points.

- Children benefit from ample opportunities to learn about healthy lifestyles. The childminder encourages children to be actively involved in preparing the meals they eat. For instance, children cut peppers and slice chicken as they prepare their lunches. They learn about the benefits of healthy foods on their bodies and enjoy daily opportunities to be active. Children visit the local park, attend music and movement groups, and play in the childminder's garden. This helps to support and build on children's good physical health and well-being.
- The childminder takes a professional approach to building on her practice. For instance, she has improved how she teaches children mathematics and weaves experiences for children to learn about people, places and communities, through her curriculum. The childminder recognises that her partnership working with other early years settings children attend are in their infancy. She identifies there is more she can do to extend the range of information that she shares with them, to promote consistency in care and learning for the children she cares for.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her roles and responsibilities to keep children safe. She completes daily checks to ensure that the environment is safe and free from hazards. The childminder ensures that children are supervised when eating meals and snacks. She knows the signs and symptoms that may indicate a child is at risk of harm or abuse. The childminder has procedures to follow and knows how to report any concerns regarding a child's welfare. The childminder has completed safeguarding training and has a good understanding of a wide range of issues, including the 'Prevent' duty guidance.

What does the setting need to do to improve?

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

- during planned activities, focus more precisely on the intended learning to help children build on what they know and can do
- work more closely with all other settings that children attend, to improve the continuity and support for children's learning experiences.

Setting details

Unique reference number	EY447564
Local authority	Surrey
Inspection number	10228679
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	29 September 2016

Information about this early years setting

The childminder registered in 2012 and lives in Godalming, Surrey. She provides care for children, Monday, Tuesday and Thursday from 7.30am to 6pm, for most of the year.

Information about this inspection

Inspector

Tara Naylor

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 childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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