

# Childminder report

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Inspection date: 27 April 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 very confident and very aware of their surroundings. They develop secure relationships with their peers and the childminder. They show care and compassion towards their friends and are quick to help them in their play. For example, older children move chairs out of the way for younger children to push the doll's pushchairs around the room.

Children constantly use mathematical concepts throughout their play. They solve problems and think critically about what will happen next. For example, children test whether the pasta and the lentils will fit through the same hole in beads and tubes, learning about shape and size. They use numbers in their play, counting and talking about more and less. They compare amounts, using words such as 'bigger' and 'smaller'. Children are curious about their discoveries and want to know more.

Children develop an awareness of their own needs. They confidently ask for their water bottles during their play, telling the childminder that they are thirsty. Children ask for their dummy when they feel tired, showing a need for comfort and cuddles from the childminder. They show a sense of pride when they manage to complete a task for the first time. For example, younger children smile and cheer when they use a knife for the first time to cut up their banana. Children are developing the skills they need in readiness for the next stage in their learning.

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

- Children show a growing confidence to freely express themselves through gestures, expressions and verbal communication throughout their own play. They talk about their likes and dislikes, voicing their opinions of their favourite foods. The childminder uses skills to establish conversations with children and understands that discussions encourage children's use of new vocabulary. However, the childminder does not consistently allow children time to absorb questions that she asks them, especially during structured planned activities. Sometimes, she answers the questions for them.
- The childminder provides stimulating, challenging and exciting activities that are well thought out to provide next steps for the individual child's development. She provides carefully planned play to encourage discovery, exploration and experimentation. She entices children into these activities with enthusiasm, creating an environment of wonderment. For instance, children excitedly explore pots of coloured rice, pasta and lentils, discovering sensory experiences.
- Children learn to make healthy choices with their food. The childminder talks to them about the fruits they eat at snack time, encouraging them to use knives to cut up bananas. Children learn about the importance of drinking water to keep themselves healthy. Children explore movement and try new physical skills

through daily trips to the park and the use of large physical equipment in the garden.

- Children visit places within the local community to develop a sense of belonging. They attend local groups to help support their social skills in large groups and to develop friendships with other children they may go to school with. They learn about local services and how they work. For example, children draw pictures and post them home, visiting postboxes and talking excitedly about receiving the letter a few days later.
- The childminder is eager and enthusiastic to continuously improve her practice and develop her service for families. She sources information through support networks and changes her practice when she recognises the need to do so, particularly when linked to individual children's learning needs. However, the childminder does not effectively self-evaluate her practice and relies on occasional feedback from parents to make improvements.
- Parents make positive comments about the childminder's care of their children. They appreciate the flexibility of her service and the relationships she builds with the children. The childminder works with other professionals and early years settings that children also attend to promote their continuous learning journey.
- The childminder helps children to understand about their emotions. She talks to children about how they feel when they become frustrated in their play. Her calm and reassuring manner helps children to make sense of their emotions and gives them time to think about their actions towards others.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust knowledge of procedures to follow if she has a concern about a child in her care. She completes up-to-date training to promote children's ongoing welfare and emotional and physical well-being. Children play in a safe and secure environment in the childminder's home. She carries out appropriate risk assessments when children explore play spaces within the local community. Children learn to keep themselves safe through clear explanations and discussions throughout their play, for example only throwing the balls outdoors and exploring ways to enjoy the balls indoors in a safe way.

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

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

- develop self-reflection to target areas for improvement or professional development that strengthen and raise teaching and learning to the highest level
- allow children time to respond when asked questions to develop their thinking skills further.

## Setting details

<b>Unique reference number</b>	507239
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10228300
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	14 September 2016

## Information about this early years setting

The childminder registered in 1992 and lives in Dorking, Surrey. The childminder provides care Monday to Friday, from 8am until 6pm, all year round. She provides funded places for four-year-old children.

## Information about this inspection

### Inspector

Claire Parnell

### 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 provider 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 inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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