

# Childminder report

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Inspection date:

9 May 2022

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Good

## Summary of key findings

### This provision meets requirements

- The childminder recognises the importance of building good relationships and working partnerships with nurseries, schools and parents. The childminder describes how this would help to promote consistent approaches for the children and ensure they understand what is expected of them.
- The childminder understands how to plan activities for children that engage their interests. She describes times in the past when she has used children's interest in characters as inspiration for their activities, such as using 'Hey Dougie' as inspiration to make their own badges after completing challenges and activities, like making kites and feeding ducks. She understands how to talk to children about what they are learning at school and any current interests.
- The childminder has high expectations regarding children's behaviour. She describes how she plans to manage children's behaviour in a supportive way and build sharing, turn taking and an understanding of others into daily activities.
- The childminder recognises the importance of offering children a broad range of enjoyable activities in the home and in the local community, to help promote their ongoing development. For example, she describes children's enjoyment of past outings, such as trips to a variety of local parks, to extend children's experiences outside of the home.
- The childminder is fully aware of her responsibilities to ensure all children are safe. She discusses actions she would take if she had a concern about a child's welfare or safety. She has a clear understanding of how to safeguard children, and how to seek advice and support.
- The childminder understands how to evaluate her practice to identify ways of improving children's experiences. She understands the need to share children's achievements and support the emotional well-being of the children in her care.

There were no children in the early years age range present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no early years children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

## Setting details

<b>Unique reference number</b>	EY418970
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10228545
<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>	4 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	15 December 2016

## Information about this early years setting

The childminder registered in 2010. She lives in Shere, Surrey. The childminder provides care for children three days a week, around school and nursery hours.

## Information about this inspection

### Inspector

Amanda Harrison

### Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector viewed relevant documentation, including the childminder's insurance, registration, Disclosure and Barring Service check and current paediatric first-aid qualification.
- The inspector held a discussion with the childminder to understand how the provision is organised.

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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