

Childminder report

Inspection date: 14 June 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	Met
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What is it like to attend this early years setting?

The provision is good

The dedicated childminder has high expectations for all children in her care. Children demonstrate that they feel safe, secure and confident in her nurturing home-from-home environment. Children make independent choices in their play from the wide range of learning experiences available to them. They build strength in their arms, wrists and hands as they soak up water in sponges and clean resources in the garden. Children are keen explorers and use tools, such as magnifying glasses to hunt for bugs. They draw in their breath and squeal with excitement when they discover insects under plant pots. Children are curious about the world around them and talk about the planes flying in the sky. They recall recent holidays and listen to the experiences of their friends. All children make good progress from their starting points and develop the skills they need in preparation for future learning.

Children demonstrate high levels of independence for their young age. They carry out small tasks and help to tidy away toys. Older children manage their personal care needs well. For instance, they independently use the toilet and wash their hands without prompting. Children learn how to use tools safely as they cut up their fruit. The childminder praises their achievements, which boosts their self-esteem.

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

- The childminder has good relationships with parents. She shares information about their children's daily care and welfare needs, such as through daily diaries. This ensures a good two-way flow of information. The childminder provides clear information on children's next steps, such as through digital media. She offers parents activity packs, with advice and guidance on how to support children's learning at home.
- The childminder spends time getting to know children. She assesses their learning and plans a curriculum that is focused on their next steps in development. For example, children delight in exploring their senses. They mould clay, cut herbs and show high levels of engagement and imagination as they create a tree. At times, the childminder does not adapt her activities to reflect the learning needs of all children. For example, although younger children are keen to have a go, they find moulding the clay difficult and lose interest.
- The childminder builds on children's communication and language skills well. She asks children questions and engages them in active discussion. Children enjoy singing nursery rhymes and join in with action songs. They select books of interest, listen to stories and recite words and phrases with enthusiasm.
- The childminder supports children's health and well-being effectively. She illustrates this well and provides children with a well-balanced menu each day.

The childminder engages children in discussions about the benefits of healthy foods and talks to them about the importance of cleaning their teeth. Children help themselves to drinks when they are thirsty and tell the inspector that strawberries are delicious.

- Children have many opportunities to learn about the wider world. They delight in outings to the woods and forest, where they explore their love of nature. Children attend groups in the community. This provides them with opportunities to interact with others, which helps to build on their social skills.
- The childminder promotes children's physical skills well. For example, children use balance bikes confidently and march around the setting with great enthusiasm as they sing songs and play their musical instruments.
- The childminder regularly reflects on her provision and makes positive changes to benefit children. For instance, she has recently made improvements to the information she seeks from parents when children first start at the setting. This helps inform her initial assessments and ensures she can swiftly identify and close gaps in children's learning. The childminder places a strong focus on updating her skills and knowledge. She attends training, completes research and shares good practice with other professionals.
- Children demonstrate good manners. They say 'please' and 'thank you' and share their toys willingly. When small disputes occur, the childminder sensitively encourages children to think about the feelings of others. She consistently praises children for their achievements, which boosts their self-esteem and confidence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs and symptoms of when a child may be at risk of harm. She regularly attends safeguarding training and knows who to contact should she have any concerns about the welfare of a child. The childminder completes daily risk assessments and ensures the premises are secure, safe and free from potential hazards. She supports children to develop a good understanding of their own personal safety. For example, she teaches children how to stay safe when crossing roads and involves them in evacuation drills.

What does the setting need to do to improve?

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

- consider how to adapt activities to challenge all children and maximise their learning consistently.

Setting details

Unique reference number	EY451647
Local authority	Surrey
Inspection number	10235925
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	1 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 January 2017

Information about this early years setting

The childminder registered in 2012. She lives in Farnham, Surrey. She provides care for children from Monday to Thursday, 7.30am to 6pm, for most of the year. The childminder holds a relevant childcare qualification.

Information about this inspection

Inspector

Jane Franks

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 her evaluation of the setting.
- The inspector observed interactions between the childminder and the children and reviewed the impact on the children.
- The childminder discussed children's progress and next steps with the inspector.
- Parents' views were taken account of by the inspector.
- The inspector sampled documentation, including evidence of suitability and children's records.

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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