

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	Good
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What is it like to attend this early years setting?

The provision is good

Children feel happy, safe and secure in this welcoming and homely environment. Children are inquisitive and confidently explore the resources available to them. The children choose resources freely that interest them, such as toy parachutes, and independently explore how they work knowing the childminder is nearby if they need support.

Children form trusting relationships with the childminder. The children demonstrate their emotional security, and actively seek out the childminder for comfort, reassurance and praise when required. For example, children are proud to show the childminder what they have found in the garden during a treasure hunt. Children behave very well. The childminder is a positive role model and has high expectations for children's behaviour. She gently reminds children of her expectations when they need support. Children build positive relationships with each other and develop their social awareness. Older children readily help younger children with tasks such as opening lunch boxes.

Children are provided with opportunities to visit local places in the community. They talk about visits to the park and a local nature reserve. The childminder recognises that, due to the COVID-19 pandemic, these opportunities are important to ensure that children are provided with experiences to develop their understanding of the world around them. Children are making good progress in their learning.

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

- The childminder has established positive relationships with parents. Parents positively talk about their children settling in easily and the environment being welcoming. They say their children have made progress in their learning and development in particular with their social and communication skills since starting with the childminder.
- The childminder offers children support in developing their independence. Children access drinking water freely and mealtimes are used to support children's communication. They sit together to talk to each other and listen to stories. However, the childminder has not fully considered how to further extend mealtimes to allow children to develop their understanding of healthy food choices.
- The childminder ensures that children make progress in their learning and development. She plans a range of learning experiences for the children. However, at times these activities do not have a clear enough focus on the individual needs and what children need to learn next. As a result, not all children engage in activities fully.

- The childminder ensures that children develop good communication skills. She speaks clearly, instinctively pausing to allow children to think and respond to questions asked. For instance, she uses questions to encourage the children to talk about what they have found. This allows children to develop their listening and attention skills.
- Children's physical skills are supported well. They benefit from opportunities to visit the park and the local environment. The garden area is safe and suitable, with a range of equipment that allows the children many opportunities to develop their large-muscle skills, such as climbing and negotiation obstacles.
- The childminder recognises the importance of her professional development and seeks new training to make positive changes that benefit children. For example, she has attended training on safeguarding and infection control to keep her knowledge and skills up to date.
- The childminder seeks regular feedback from parents, both verbally and through questionnaires. This enables her to evaluate the service she offers and make continuous improvements. For instance, she has plans to enhance the outdoor area with new fencing.
- The childminder provides opportunities for children to develop their social skills. For example, she encourages older children to help younger children with tasks and sensitively encourages turn-taking. This encourages them to be thoughtful and kind to their friends.
- The childminder encourages children to be involved in stories and actively take part in listening. For example, she encourages them to finish off sentences and asks them questions about what is happening in the story. This encourages children to develop their concentration and a love of books.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility in protecting children from the risk of harm. She is alert to the indicators that a child may need help and to the signs and symptoms of abuse. The childminder acknowledges her responsibility to report any concerns she may have, including allegations against herself or anyone in her household. She provides a safe and secure environment for children and any risks are minimised. Children are supervised and she teaches them how to stay safe. For instance, they talk about waiting at the entrance before leaving the premise and road safety.

What does the setting need to do to improve?

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

- focus activities more precisely on the learning intentions and what children need to learn next

- help children develop a deeper understanding of practices that contribute towards their good health.

Setting details

Unique reference number	EY296635
Local authority	Surrey
Inspection number	10228375
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 September 2016

Information about this early years setting

The childminder registered in 2005. She lives in Redhill, Surrey. The childminder operates her service on Monday to Friday, from 8am until 6pm, all year round.

Information about this inspection

Inspector

Megan McClellan

Inspection activities

- This was the first routine inspection the setting 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 inspector observed children's interactions in play and discussed their learning and development with the childminder.
- The inspector carried out a learning walk with the childminder to discuss the childminder's intentions for children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took into account the views of parents.
- The inspector viewed the indoor and outdoor learning environments.

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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