

# Childminder report

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Inspection date: 15 June 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	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

Children benefit from a well-organised, awe-inspiring setting that is led by a passionate and nurturing childminder. Children receive high-quality care and education in her welcoming home and feel safe and secure. The childminder recognises children's interests and skilfully uses them to engage younger children in sensory play. For instance, a dinosaur tray with a running waterfall excites children and encourages them to run their fingers through the water.

Children play extremely well together, develop friendships and show that they have made strong bonds with the childminder and her assistants. For example, they snuggle up on the sofa together for stories. Children talk confidently to visitors and are keen to show them what they are doing.

Children settle quickly and display high levels of emotional well-being. They feel valued and respected, which gives them the confidence to make their own choices. For example, children choose to play indoors or outdoors. Children are enthusiastic learners, keen to explore and curious about the world around them. For instance, toddlers notice something moving in the sky and ask 'What's that?'. Children develop their knowledge and skills through positive interactions with the childminder and her assistants, who role model new vocabulary and extend their learning effectively. They have regular opportunities to develop skills that prepare them for the next stage in their learning.

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

- The childminder is committed to her motto 'confident, curious and ready to learn'. There is a strong emphasis on outdoor learning at this setting and the childminder provides excellent opportunities for children to learn outdoors and be physically active in the fresh air. Children are taken on daily outings to places of interest. For example, National Trust sites, where they learn about historical events, the world around them and how to navigate.
- The childminder provides a wide range of learning experiences for the children to extend their fine motor skills. For instance, they use water dispensers in the mud kitchen to fill cups, turning the taps on and off independently. They have regular opportunities to pour and mix, developing pre-writing skills in preparation for school.
- Children engage in stimulating role play activities that develop their imagination and build their vocabulary. For example, children play in a builders yard, stacking bricks and using a cement mixer. Staff introduce new language when they encourage children to build it straight and role model how to tip the cement mixer to empty it.
- The childminder and assistants embrace children's natural curiosity and build on

their current knowledge. For example, children find a woodlouse in the garden. The assistant explains how it has a shell for protection and makes comparisons about the number of legs it has compared to the children. Children listen attentively to her explanation and enthusiastically look for more bugs with her.

- The childminder quickly identifies when children may need additional support and seeks advice from other professionals. However, these strategies could be extended to further support children with special educational needs and/or disabilities (SEND) and help them make the best possible progress to reach their full potential.
- Parents provide highly complimentary feedback about the childminder, who works in close partnership with families. The childminder speaks passionately about the support she provided them during the COVID-19 pandemic lockdowns, with daily video call story times and exchanges of activity ideas. She recognises the impact of the pandemic on both children and families and has supported children to catch up, for example, by sending home story baskets to aid speech and language development.
- Children's independence is promoted well. Children learn how to put on and take off their own shoes and find their own sun hats before playing in the garden. They wash their own hands before mealtimes and learn the importance of good hygiene practices. Children learn how to keep themselves healthy and are provided with balanced and nutritious freshly cooked meals.
- The childminder has safe recruitment procedures in place and provides regular training and mentoring for her assistants to keep their knowledge up to date. However, assistants would benefit from more precisely targeted support and supervision to help quickly identify any gaps in their knowledge and further develop their skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder fully understands her role and responsibility to keep children safe and protect them from harm. She has developed and implemented robust safeguarding policies and procedures in line with statutory requirements. She is aware of what to do if she is concerned that a child is at risk from harm and how to report safeguarding concerns to the correct agencies. The childminder and her assistants have all attended mandatory first-aid training and make regular risk assessments to ensure children's safety.

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

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

- strengthen supervision arrangements to provide assistants with more precisely focused coaching and support

- extend the strategies already in place to further support children with SEND and help them make the best possible progress to reach their full potential.

## Setting details

<b>Unique reference number</b>	EY479718
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10228915
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	5
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	20 September 2016

## Information about this early years setting

The childminder registered in 2014 and lives in Chiddingfold, Surrey. She operates her service from 9am to 5.30pm on Monday to Thursday, for most of the year. The childminder holds a qualification at level 6 and works regularly with two assistants.

## Information about this inspection

### Inspector

Claire Estcourt

## 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 setting.
- The childminder showed the inspector around her home and discussed the intentions for children's learning and how the provision is organised.
- The inspector observed the interactions between the childminder, her assistants and children and considered the impact of these interactions on the children's welfare and learning.
- The childminder provided the inspector with a sample of key documentation on request. This included suitability checks on those living on the premises.
- Parents shared their views of the setting with the inspector and provided written feedback.
- The inspector asked questions throughout the inspection to establish the childminder's knowledge and understanding of safeguarding and how to protect children from harm.

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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