

# Childminder report

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Inspection date: 20 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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are confident and highly motivated. They thoroughly enjoy participating in the well-planned learning opportunities available to them. Children demonstrate good small-muscle skills when using gems and stickers to decorate metal containers. They are very proud of their creations and say, 'Oh wow, pretty.' The childminder praises them for their hard work, which helps to build their confidence and self-esteem. Children form secure relationships with the childminder. They are eager to sit on her knee and give her cuddles. Children build friendships in the setting and enjoy being in each other's company. Their behaviour is good and the childminder has a consistent approach to encouraging good behaviour.

Children lead their play. They clearly express what they would like to do next, such as go into the garden to play. The childminder follows the children's wishes and plans activities based on their current interests. This leads to children being engaged in their play and learning. Children persevere when they have difficulties and keep trying hard. For example, when using bubble wands they test different methods in order to make bubbles successfully. Children giggle with happiness when they succeed and eagerly pop the bubbles they have made.

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

- Parents praise the childminder. They say that they are 'very confident' to leave their children in her care. The childminder builds relationships with parents and shares information with them to support children's learning at home. She regularly seeks feedback from parents, taking into account their views.
- The childminder supports children to learn the skills that they need to be ready for the next stage of their education. She plans her curriculum based on the individual needs of the children who attend. She monitors children's progress effectively, through periodically assessing children's development. The childminder swiftly identifies any gaps in children's knowledge. This leads to children making good progress.
- Children are curious and eager to learn. The childminder interacts with them as they play. However, she does not consistently make use of opportunities to further extend children's thinking and learning. For example, when they build towers with blocks, they comment on the size of their structures. The childminder does not continue this conversation further, for instance, by encouraging them to compare sizes.
- Children develop good communication and language skills. They confidently access a range of books and take them to the childminder for her to read. They listen intently as the childminder shares the story, pointing out key pictures. Children enjoy the sensory experience of touch-and-feel books and learn new words, such as 'fuzzy'.

- Children learn through their senses. They use their hands to feel soil and delight in jumping up and down in puddles of water. Children develop good physical skills. They learn to move their bodies in different ways, dancing to music and copying the actions to their favourite songs.
- The childminder keeps her knowledge up to date by networking with other childminders. They share ideas, which helps the childminder to reflect on her own practice. The childminder has completed some training on supporting children's communication and language. She has used this knowledge to adapt her interactions. However, she has not fully explored ways to build continually on the quality of her practice and develop an expert knowledge of teaching to improve her interactions with children further.
- Children enjoy plenty of fresh air and exercise. They use the outside area regularly, as well as benefiting from trips in the local community. The childminder takes the children on walks to local parks and natural spaces to feed the ducks. They also attend stay-and-play sessions to broaden their social interactions.
- Children develop their independence. Young children learn how to drink out of a cup with no lid. Children develop an understanding of good hygiene, such as handwashing. They are encouraged to have good manners at the table and sit nicely while they eat.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has good safeguarding knowledge. She understands what may indicate a child is at risk of harm and is confident in the local safeguarding partnership procedures to follow. The childminder refreshes her training regularly to keep her knowledge up to date. She ensures her home environment is safe, clean and well maintained. Children are kept safe at the setting and the childminder is vigilant in her supervision of the children. She helps children learn how to keep safe. For instance, she encourages them to wear hats in the sunshine to protect their heads.

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

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

- use opportunities and conversations that arise during play to extend and challenge children's learning even further
- explore professional development opportunities to raise skills and knowledge to an outstanding level and ensure children benefit from consistently high-level interactions.

## Setting details

<b>Unique reference number</b>	EY482137
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10228944
<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 9
<b>Total number of places</b>	4
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	1 September 2016

## Information about this early years setting

The childminder registered in 2014. She lives in Reigate, Surrey. She cares for children Monday to Thursday, from 7.30am until 6pm, throughout the year, except for family holidays and public holidays.

## Information about this inspection

**Inspector**  
Jade Orosz

## 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.
- Children spoke to the inspector during the inspection.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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Piccadilly Gate  
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Manchester  
M1 2WD

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