

# Childminder report

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Inspection date: 23 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 happy and content and show good independence skills. They are confident in their environment and make choices as to where they want to play. Children have positive relationships with the childminder and seek her out for cuddles when they need comforting or reassurance. They benefit from her kind, calm approach, which is reflected in their positive attitudes.

The childminder has high expectations for children's behaviour. Children receive good levels of support to know what is expected of them. For instance, they are encouraged to tidy up after each activity. Children benefit from daily outings, such as to local playgroups. They learn to socialise with a wider group of children and find out about the differences between themselves and others.

Children develop an early interest in literacy. They thoroughly enjoy sharing books with the childminder. Children listen carefully to familiar stories such as 'The Very Hungry Caterpillar'. The childminder brings these books alive, providing real caterpillars for the children to observe and engage with. Once the caterpillars have become butterflies, children delight in wearing their own wings and pretending to fly like butterflies.

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

- Parents speak very highly of the childminder. They feel reassured that children are safe, secure and happy in their play. Parents remark that their children are making good progress with the childminder. They comment that they receive plentiful information from the childminder about their progress and how to support their ongoing development.
- The childminder knows the children well and is very aware of their personalities, characters and the way they learn best. She has a clear knowledge of where they are in their development and what she has identified as the next stage of their development.
- Children benefit from a good range of adult-led activities that help support what they need to learn next. However, the childminder does not consistently give children opportunities to contribute their own ideas and initiatives. For example, when singing, she follows a list of songs and does not deviate for children's requests. This means that children are not consistently involved in their own learning.
- The childminder has a positive attitude to her own professional development. She has built excellent relationships with other local childminders, meeting up with them regularly. She has identified gaps in her own knowledge and organised a range of training opportunities for herself and other childminders to attend. This helps to enhance the quality of the childminder's provision.

- Children choose from a good range of resources. The childminder uses effective questions to extend children's play. She uses her expertise to challenge and extend children's learning through the activities they engage in. However, when involved in planned activities, the childminder tries to cover too many topics at one time to fully support children's learning. This means that the intent for these activities is not always clear or developed.
- The childminder helps children to learn about healthy lifestyles. Children are provided with a good range of freshly cooked, healthy and nutritious meals and snacks. At snack time they make choices about the fruit they eat and use a knife to cut it into bitesize pieces. Children are encouraged to talk about the healthy foods they are eating.
- The childminder supports children to develop their communication skills. For example, she frequently engages children in conversations that expose them to spoken language and increase their vocabulary and confidence in speaking and listening.
- Children benefit from good opportunities to learn about the world around them. They have many opportunities to be physically active and get fresh air. Children spend time in the garden and also visit the local woods and parks. The childminder provides activities to help to build children's muscles, such as play dough and water play. This helps children prepare for their early writing skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of all aspects of safeguarding. She is fully informed about her local safeguarding procedures and the steps to take to protect children's well-being. The childminder attends regular training to keep her safeguarding knowledge up to date, recently completing courses concerning online safety and neglect. She supports younger children to develop an understanding of how to keep themselves safe. For example, they learn to walk up and down steps safely. The childminder keeps the premises clean, safe and secure to minimise the risk of harm to children.

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

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

- strengthen opportunities for children to make choices about their own learning, based on what interests them
- enhance the planning of adult-led activities and focus on how to challenge children further in their learning.

## Setting details

<b>Unique reference number</b>	EY418201
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10228542
<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>	2 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	16
<b>Date of previous inspection</b>	8 November 2016

## Information about this early years setting

The childminder registered in 2010. She lives in Reigate, Redhill, Surrey. She operates from Monday to Friday, 7am to 6pm, for most of the year.

## Information about this inspection

### Inspector

Natalie Atkins

### 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 her evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and secure.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while they are with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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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