

Childminder report

Inspection date: 23 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children form strong bonds with the childminder. They enjoy her company and are happy in her home. The childminder is attentive to children's needs and closely supports their well-being. Children demonstrate that they feel safe and behave well, as they explore the welcoming environment with ease and motivation. Children are respectful to the childminder, as they learn to share toys and take turns in games.

Children enjoy learning and are keen to try new activities. They show curiosity and a can-do attitude to try new things. For instance, children listen carefully as they explore items, such as crystals and feathers. The childminder has high expectations of children's communication and language development. She consistently introduces new vocabulary and models the correct pronunciation of words to support children's understanding. Children often repeat what the childminder says as they play; this supports their early language development.

Children have good opportunities to develop their knowledge of colours, shapes and counting through the activities offered. For example, they use their imaginations, as they pretend to be shopkeepers counting out money to buy cupcakes. Children recall their favourite stories and anticipate what is going to happen next, acting out the scenes with props. This supports children's early literacy.

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

- The curriculum is well sequenced and offers a range of learning opportunities for all ages and stages of development. The childminder plans a flexible environment, where children can lead their own play. She understands when to carefully intervene to help to extend their knowledge. She knows what experiences she wants to offer children. For instance, as children pretend to be pirates, the childminder extends their learning as they count the treasure money together. This helps support children's imaginative play and early mathematical development.
- Children enjoy singing familiar songs as they play. Younger children join in with the actions to the songs. The childminder reads to children with enthusiasm and children enjoy opportunities to join in with different stories. She sequences learning by providing children with wider experiences. For example, children visit a local national park where they re-enact the stories they have learned with the childminder. This helps children to recall different parts of the stories they have learned.
- Children's behaviour is good. When children need support to regulate their behaviour, the childminder is quick to provide gentle reminders about what type

of behaviour is expected. Children receive lots of praise and encouragement from the childminder, which helps to develop their confidence and boost their self-esteem.

- Children have regular opportunities for physical play. They enjoy playing in the outdoor area, where they use ride-on toys, kick balls and crawl through tunnels. Children enjoy filling pots with soil and splashing in the water. This supports children's large-muscle development. The childminder provides children with healthy meals and snacks. This helps children to develop an understanding of healthy lifestyles.
- Overall, children enjoy the activities on offer and become absorbed in play that supports their interests. For example, they match different coloured pom-poms to matching pots. Young children are beginning to construct complex puzzles. However, on occasions, the childminder does not fully support children's problem-solving skills as she completes tasks for them that they could learn to do for themselves.
- Parents speak highly about the service the childminder provides. The childminder works closely with them to build up a thorough picture of children's achievements and development needs. This includes involving them in children's two-year-old progress checks and ongoing assessments. This supports children's continuity of learning and development.
- The childminder is not using the internet with children in her setting. However, she has not yet fully identified how she can teach children and parents about potential risks when they access the internet at home.
- The childminder is reflective. She evaluates her practice and accurately identifies her strengths and knows the areas for improvement. The childminder identifies training and creates resources to support the developmental needs of the children she cares for.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has updated her safeguarding knowledge. She is aware of safeguarding issues and ensures that all her policies are updated to reflect these. This helps her to keep children safe from harm. The childminder knows the possible signs and symptoms of child abuse and fully understands how to report child protection concerns. She implements policies and procedures to keep children and her home safe. The childminder carries out daily safety checks to help reduce hazards and minimise accidents. This helps her to promote children's safety and welfare to a high level.

What does the setting need to do to improve?

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

- consistently give children the time that they need to learn new skills and complete tasks for themselves
- share information with parents and children to help promote online safety when children access the internet at home.

Setting details

Unique reference number	EY395480
Local authority	Surrey
Inspection number	10136556
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	5
Number of children on roll	5
Date of previous inspection	8 December 2015

Information about this early years setting

The childminder registered in 2009 and lives in Sunbury on Thames, Middlesex. She operates Monday to Thursday, from 7.30am to 6pm, all year round. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Kelly Lane

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 this into account in their evaluation of the provider.
- The inspector viewed the areas used for childminding purposes with the childminder and discussed how the early years provision and the curriculum are organised.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- An evaluation of the activities was discussed by the inspector and the childminder.
- Parents shared their views through written feedback, which the inspector took into account.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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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