

# Childminder report

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Inspection date: 29 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 demonstrate that they are happy and feel secure when in the care of the childminder. They are confident to talk to visitors about their families and recent holidays. Children develop a love of the natural world. They enjoy ticking off things that they spot as they go for walks, such as butterflies and birds. They crouch down to get a closer view of the slugs on the wet ground and get excited each time they find another one. The childminder has developed a curriculum that focuses on children's interests. She ensures children spend lots of time outside, exploring local woods and parkland. Children access the outdoors in all weathers. They learn how to put on waders and zip up their waterproof coats independently.

Children self-select the resources that they want to play with. They play imaginatively, using small-world figures and a pirate ship, pretending that gold coins are their treasure. They develop good problem-solving skills and try hard to work things out on their own. For example, they say that they do not need help and persevere when trying to connect cars and trailers together. Children behave well. They understand the rules and routines in the setting. For instance, after lunchtime they settle down quickly for a sleep. Children learn to use good manners, which is consistently reinforced by the childminder.

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

- The childminder knows the children well. She uses their interests to plan activities that she knows they will enjoy. The childminder ensures her curriculum is flexible, following the children's lead and adapting her plans according to the needs of the children.
- The childminder has established effective partnerships with other local early years settings. She supports children to transition to the next stage in their education and shares appropriate information. Parents speak fondly of the childminder and they view her as a source of support and knowledge. They comment that they appreciate the guidance and information that she offers. The childminder gives parents ideas of how they can support their children further at home, such as practising dressing independently.
- The childminder uses her knowledge of child development to identify what children need to learn next. However, she does not consistently focus her teaching precisely to include children's next steps in order to enhance and build on their learning further. For example, she shows children small and large pine cones but does not expand on this teaching any further to extend children's knowledge.
- The childminder provides children with opportunities to be part of a larger social group. She meets regularly with other local childminders and their children, and together they do outdoor activities. The childminder uses the network of other

childminders to share ideas and help develop her practice. She also completes her own research into early years topics to broaden her understanding.

- The childminder encourages children to become confident and independent in their self-care. For example, during snack time, children are given safety knives to practise cutting their fruit. The childminder models to children how to use the knives safely. Children independently take themselves to the toilet but know when to ask for help if needed.
- Children are curious and eager to learn. They ask questions about what they see when out in the environment. For example, they ask why spiders' webs are sticky. The childminder explains that they are sticky to catch the flies. This helps children develop an excellent understanding of the world around them. When out walking, children identify mole hills and rabbit holes. They enjoy picking fresh raspberries and know that they can only pick ones that have turned red.
- Children make good progress in their communication and language. The childminder interacts with children during their play, talking to them about what they are doing. However, at times, she asks children lots of questions. This results in children being reluctant to respond and regularly answering by saying, 'I don't know.'
- The childminder incorporates teaching about festivals into her curriculum. For example, she plans activities relating to Chinese New Year and the children watch a video to help their understanding. The childminder uses books to teach children about different cultures and diversity.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of how to keep children safe. She communicates with parents about her responsibilities for safeguarding children. The childminder can confidently identify what may indicate a child as at risk of harm. She knows the local safeguarding partnership procedures to follow to raise any concerns. To ensure her knowledge is up to date, she regularly refreshes her safeguarding training. The childminder has robust procedures to ensure that children are safe around the well-behaved family dog. She ensures her home environment is safe, clean and secure.

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

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

- focus teaching more precisely on the skills children need to learn next to continually build on and extend their learning further
- reduce the use of questioning to give children more time to think.

## Setting details

<b>Unique reference number</b>	EY318454
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10136453
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	9 July 2015

## Information about this early years setting

The childminder registered in 2006. She lives in Merstham, Surrey. She offers care all day, Monday to Friday, throughout the year, except for family holidays and public holidays. The childminder sometimes works with an assistant.

## 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.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.

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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