

Childminder report

Inspection date: 14 July 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 are settled and happy. The childminder is committed to helping them build strong bonds with her. As such, children display a strong sense of belonging and confidence in their own unique characters. Children are engaged, keen learners and behave well. The childminder is an effective role model who shares with children the importance of respecting others and using good manners. Children cope with their own emotions well and are starting to recognise those of others around them. They are kind, patient and caring. For instance, older children happily share with younger children and babies. Children are growing in their early awareness of taking care of themselves. For example, they enter into discussions about the importance of drinking water in hot weather to stay hydrated.

Children are developing the skills they require for the next stages in their learning or their move on to school. They are learning about the wider world around them and of their immediate community. Children enjoy outings which build on their social skills and interactions with others. They play with toys and read stories that introduce them to the differences and similarities between themselves and others. Children are safe and secure. They are developing elements of risk taking, such as negotiating steps into the garden or on their visits to the park.

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

- The childminder is committed and dedicated towards her role and responsibilities. She prides herself in delivering a high level of care and attention to every child. The childminder is reflective regarding how she can continuously improve and change the opportunities she provides for children. For example, she is focusing on the space and freedom children have within the setting, to further support their own independent choices in their play.
- Children have many opportunities to build on their increasing physical abilities. They enjoy playing in the garden with sand and water. This helps them to develop early mathematics skills as they pour and estimate different volumes and weights. Babies are supported to learn to sit and balance as they play with toys that create noises and sounds. This helps them to build on their sensory experiences.
- The childminder precisely plans for her own professional development to increase her knowledge and understanding. For instance, she researches books and articles and attends online training. She has recently completed a course in dental health and oral hygiene in early years. She is planning to use the information gained to further support children's increasing awareness and understanding of their own self-care skills.
- Children explore with early technology to build on their changing interests and curiosity. For instance, they look at a poster of sea creatures and mammals.

They are able to use technology to find additional information to extend their learning. The childminder tries to provide activities that challenge children and, overall, does this well. However, the arrangements to promote children's creativity and imagination are not quite as effective as other areas of learning. For example, the childminder provides a lot of pre-drawn shapes for children to decorate, which does not fully promote their creativity or imagination.

- The childminder supports children's communication and language development well. Older children use a wide range of words to express their opinions and are given the time to answer questions the childminder asks of them. For example, children are able to recall past discussions showing their increasing memory through a love of stories, songs and books. Babies react to the gentle introduction of sounds and simple words from the childminder to help them to develop the first stages of listening and speaking.
- Children make good progress. The childminder carefully watches and quickly identifies potential gaps in their development and area where they are exceeding. This helps children to make their best possible progress. Children with English as an additional language are encouraged to use their own language. They develop increasing competence in speaking English under the watchful observations of the childminder.
- The childminder has good partnerships with parents and other settings that children attend. She recognises the importance of sharing information on children's achievements to help them to have a joined-up approach towards their future progress. The childminder shares the next steps she plans for children's learning and this helps to support parents to continue to encourage children's increasing abilities at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant towards protecting the children in her care. There are robust policies in place that are regularly reviewed and updated to ensure they contain correct contact information for other agencies. The childminder is confident in how she would identify potential signs of abuse and the procedures she would use to report any concerns. This helps to protect the welfare of children. The childminder uses robust and on-going risk assessments at home and on outings to help to keep children safe and secure. She precisely plans for regular safeguarding updates to keep her knowledge up-to-date.

What does the setting need to do to improve?

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

- review resources and activities provided for children, to further promote and encourage their creativity and imagination.

Setting details

Unique reference number	160755
Local authority	Surrey
Inspection number	10136311
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	31 May 2016

Information about this early years setting

The childminder registered in 1998 and lives in Weybridge, Surrey. She provides care all year round, Monday to Thursday from, 7.30am to 6pm.

Information about this inspection

Inspector

Gwendolyn Andrews

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 provider.
- The inspector accompanied the children and the childminder around the areas of the home used for childminding. The inspector took parents' comments from questionnaires into consideration.
- The inspector observed the interaction between the childminder and the children, and the impact the teaching has on their learning and development.
- The childminder, the children and the inspector spoke at appropriate times throughout the inspection. The inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The childminder discussed her professional development, how she evaluates her provision and the current areas identified for improvement. A range of documentation was sampled, including suitability checks.

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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