

# Childminder report

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Inspection date: 27 July 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	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy, settled and behave well. They learn to understand and talk about their feelings and to recognise different emotions. Children enjoy being with the childminder and other children and develop good social skills. There are high expectations for all children to achieve and develop the skills they need for the future. There is a particularly strong emphasis on building children's vocabulary and supporting and reducing any gaps in their language development. Children enthusiastically copy words they hear, such as scooter, ladder and chain.

Children thoroughly enjoy playing in the outdoor playroom and using the accessible resources that motivate them to learn. During the inspection, they were keen to have a go during all activities and said, 'I did it' when they learned to draw around their hands and feet.

Children develop good physical skills. They build their core strength as they learn to ride and balance on bikes with two wheels. Children learn to use tools to manipulate modelling dough and enjoy feeling the texture of the sand which they use to fill and empty containers. Children learn about the features of living things. For instance, they enjoy feeding the pet rabbit and taking part in bug hunts in the childminder's garden.

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

- Since the last inspection, the childminder has significantly improved her understanding of the statutory requirements to ensure adults in her household undergo relevant suitability checks.
- The childminder has recently moved premises. In the short time she has been in her new home, she has created a very welcoming and stimulating learning environment for the children that provides them with a broad curriculum. Children thoroughly enjoy being in the outdoor playroom and using the accessible resources that motivates them to learn. However, the childminder has not considered how to further improve the organisation of activities so that children have time to independently practise what they have learned.
- The childminder develops children's vocabulary. She often engages children in conversations and gives them clues that help them to share what they know and understand. Sometimes, she leaves gaps in sentences that children confidently fill with words they have learned, including children who speak two languages.
- The childminder provides an inclusive approach. She fully embraces children's differences and incorporates their home languages into all children's learning. For example, she helps children learn to count and say words in Portuguese when reading books. Children confidently correct the childminder's pronunciation of some words.

- The childminder has improved her communication with parents so that information about children's developmental progress at home is shared. This has enabled children to receive additional support from other agencies that has successfully reduced gaps in their language development.
- The childminder supports children to develop the skills they need for the future. She develops children's independence and meets their individual care needs well. She builds their confidence to make choices, ask for help when needed and do things for themselves. For instance, during the inspection, older children told her when they were hungry and when they needed to use the toilet.
- The childminder provides a positive role model. She patiently gains children's cooperation and treats them with kindness and respect. She encourages them to share, work together as a team, make choices and decisions, talk together and encourage each other.
- Children often smile during activities and when the childminder talks with them. She supports children well to learn and talk about different emotions and feelings. For example, the childminder uses picture cards to encourage children to talk about how they are feeling and responds to what they say.
- Parents spoken to during the inspection state they are very happy with the childminder's care of their children, particularly in the way their children's language development has progressed.
- The childminder provides children with a wide range of experiences and supports all areas of their development, including their social skills. She often takes them on outings to soft-play facilities, toddler groups and woodland areas where they join up with other childminders and their children.

## Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the childminder has improved her understanding of how to keep children safe. She has informed Ofsted of any changes to the people living in her household. Checks have been completed that confirm all adults over the age of 16 years in her household are suitable to be with children. The childminder has a good knowledge and understanding of her role and responsibility to safeguard children's welfare. She has completed additional training that has extended her understanding of signs of children being exposed to risks that could compromise their safety, such as extremism and radicalisation.

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

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

- review and further improve the organisation of activities so that children have time to independently practise what they learn.

## Setting details

<b>Unique reference number</b>	EY439269
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10233181
<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 4
<b>Total number of places</b>	4
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	28 February 2022

## Information about this early years setting

The childminder registered in 2011. She lives in Tadworth, Surrey. The childminder operates her setting all year round, from 7.30am to 6pm, Monday to Friday.

## Information about this inspection

### Inspector

Cathy Greenwood

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and inspector completed a learning walk together to discuss the intent and organisation of the curriculum.
- The inspector talked with children, parents and the childminder at appropriate times during the inspection.
- The childminder and inspector completed a joint observation of children.
- The inspector observed activities indoors and outdoors.

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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