

# Childminder report

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Inspection date: 17 August 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 make good progress in this welcoming and nurturing setting. They form close relationships with the childminder, who is experienced and responsive to their needs. Children play cooperatively and enjoy each other's company. They are kind, considerate and take pleasure in including others in their play. Children are motivated learners. They behave well and develop good social skills.

Children are excited by books. They listen attentively to stories and are encouraged to talk about their own related experiences. Children are encouraged to think about how a character might be feeling. For instance, they begin to understand that Baby Bear, in the story of 'Goldilocks and the Three Bears', is sad when his porridge is eaten. Children enjoy using story props to bring their experience to life. This helps support children's ability to empathise as well as develop a love for reading.

Children enjoy spending time in the local area and beyond. They attend playgroups and phonics classes to help improve their social and literacy skills. Children also benefit from regular visits to the woods and different museums. These visits are based on children's interests and help them to become well-rounded individuals. Children demonstrate that they are inquisitive learners as they explore the world around them. They show good recall of previous learning and make connections in new situations.

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

- The childminder gathers useful information from parents about children's routines and interests in order to give them a smooth start. Consequently, children settle quickly and soon become keen and confident learners.
- The childminder has a secure understanding of the early years curriculum and how young children learn. She knows the children's interests and accurately assesses their needs to plan activities. However, at times, the childminder includes too many aspects for children to learn. The learning intentions for some activities are not precise enough to keep children well focused to achieve and progress to a higher level. For example, children explore how to make porridge, but many other concepts are introduced and suggested by the childminder. As a result, children have little time to explore and think for themselves, which affects their best possible progress.
- Children learn to become independent from the outset. The childminder encourages them to manage their self-care routines, such as putting on their shoes for garden play and washing their hands thoroughly at appropriate times. She provides children with opportunities to make sensible choices, which are valued and acted on. For example, at lunchtime, children choose their own healthy fillings for sandwiches. Children skilfully butter the slices of bread before

adding other ingredients. They become self-reliant and gain a better understanding of health and well-being.

- Children's early writing skills are supported well by the childminder. They engage in mark-making activities with high levels of concentration and experiment with a selection of different writing tools, such as felt-tip pens, crayons and coloured pencils. The childminder shares new words with children as they play. For instance, she uses words to describe the circular marks they make, such as 'swirly', 'curly' and 'circle'. Children begin to apply these words correctly, showing an increasing understanding that print carries meaning.
- Parents are very complimentary about the childminder. They are grateful for the care and attention children receive and the trusted bonds they share with the childminder. Parents speak about the variety of trips children take that are beyond the immediate area and the positive impact they have on their general knowledge and confidence.
- Children develop a growing understanding of what makes them unique. They identify similarities and differences between themselves and others. Children play with toy people who have a range of disabilities, such as using wheelchairs and walking frames to aid mobility. They hold thoughtful conversations with the childminder to consider the reasons for these aids. This helps to prepare children for life in modern Britain.
- The childminder constantly reflects on her practice and the learning environment. She shows a willingness to continually improve and undertakes several webinars to further her teaching skills and knowledge. She recognises the need to expand her skills to support children with special educational needs and/or disabilities and has addressed this by attending relevant training run by the local authority.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children from harm. She knows how to recognise the potential signs and symptoms that may lead to a concern about a child's welfare. The childminder knows about local child protection procedures. She completes regular training and researches further to keep her safeguarding knowledge up to date. The childminder supervises children effectively and ensures that her home is safe and secure. Children learn to spot potential risks when carrying out their daily routines, such as turning the tap slowly when handwashing so that water does not spill over onto the floor, causing a slip hazard.

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

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

- strengthen planning to ensure that the learning intent is precise for individual

children and allow them time to think and process, to enable them to make the best possible progress.

## Setting details

<b>Unique reference number</b>	EY445416
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10228658
<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 3
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	31 October 2016

## Information about this early years setting

The childminder registered in 2012. She lives in Reigate, Surrey. The childminder provides care for children between 7.30am and 5.30pm, from Monday to Thursday, all year round. She holds a relevant childcare qualification. The childminder is in receipt of free early education funding for children who are three years old.

## Information about this inspection

### Inspector

Sonia Panchal

### 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 provision.
- The inspector viewed the childminding provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about how she organises the curriculum.
- The inspector observed a range of activities and interactions between the childminder, her assistant and the children to evaluate the quality of education.
- The childminder provided the inspector with a sample of relevant documentation on request, including evidence of her suitability and the suitability of household members.
- The inspector took parents' and children's views of the provision on offer into account.

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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