

Childminder report

Inspection date: 17 August 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the dedicated, kind and nurturing childminder. They are extremely settled and secure, showing strong bonds with her and each other. Children have amazing opportunities to explore an inviting, yet calming indoor provision, where their passion for reading is actively encouraged. Children make good progress with their communication and language skills. They intently listen to stories and are active participants in telling the story. For example, children enjoy the 'I Can Trick a Tiger' story. They listen keenly and are able to join in with key areas, using rhyme and phonetic clues given by the childminder. The childminder skilfully introduces children to new vocabulary and encourages them to think of new descriptive words and sentences.

Young children become completely engrossed in sensory play. They explore frozen blocks with animals in with their hands and comment that it is 'freezing'. They try to catch it to release the animals using small hammers. Older children know that placing the ice blocks into warm water will melt the ice quicker than in their hands. Children delight in removing the rubber ends off of pipettes and carefully placing them on the tips of their fingers. The childminder praises them highly for their imagination and achievements, while discussing the different colours.

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

- The childminder has developed good links with the local schools and pre-schools, which children in her care attend. She supports children exceptionally well to prepare for school. She provides opportunities for them to socialise with others and gain confidence in larger groups. She builds their self-esteem by offering praise when children persevere with activities and achieve their own goals. Children show great pride when showing skills they have learned. They show exceptionally positive attitudes as they play and learn.
- Partnerships and relationships with parents are strong and effective. They comment on how inclusive, robust and effective the childminder's approach to children's learning and development is. Parents praise her for all the progress their children have made.
- The childminder knows each and every child individually. She is a superb role model who promotes children's growing independence very well. Children are consistently encouraged to do things for themselves, and the childminder gives them time for this. She is exceptionally patient. She listens to the children and responds to them equally at all times.
- The childminder successfully helps children understand the importance of good health and hygiene. She uses books to teach children how to brush their teeth and keep their teeth healthy. Children wash their hands before eating and enjoy nutritious snacks. The childminder encourages children to be independent.

- The childminder is proactive in seeking feedback from parents about the service she offers. She has appropriate arrangements to support her assistant, who takes part in evaluating the provision. This helps the childminder identify and address areas for improvement. For example, she is currently working on developing her outdoor play space to enable children to have all-year-round access, in all weather conditions.
- The childminder and children enjoy getting involved in the local community. Children have visited a local care home where the children have conversations with the elderly, and join in with craft activities. Children learn about their diverse community, when the childminder helps them to celebrate a variety of cultural celebrations and traditions.
- Support for children with special educational needs and/or disabilities is extremely robust. The childminder works very closely with other professionals involved in the children's education and care. She ensures that she keeps her knowledge up to date. She anticipated that when children returned after the COVID-19 pandemic, their speech and language could be delayed. She completed an up-to-date assessment for every child to ensure any gaps were identified and swiftly addressed with targeted support.
- The childminder knows the children well and successfully plans educational programmes that capture their imagination. She understands how to use children's interest in activities to introduce learning across all areas. For example, while focusing on a theme of farm animals, she supports children's understanding of the world and their recall, as she talks about the noises different animals make. She extends the activity to encourage children to create pictures of animals, building on their interest in gluing and sticking. The childminder recognises, that the actions children use to pick up the tissue paper help them to gain the coordination and hand strength needed to use writing utensils. However, the childminder does not consistently plan as precisely as possible to fully challenge the older children in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of her role in keeping children safe. She regularly updates training that provides her with a very secure knowledge of the signs and symptoms of abuse. The childminder maintains an exceptional understanding of the procedures to follow should she need to respond to concerns about the welfare of a child, and ensures her assistant has the same secure knowledge. She has a broad understanding of safeguarding concerns, such as the potential risk to children with regards to radicalisation and extremism. She meticulously carries out regular checks to the premises and equipment, making sure children are cared for in an extremely safe and secure environment.

What does the setting need to do to improve?

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

- refine further the planning and delivery of activities to focus more sharply on the skills and knowledge that children need to learn next to help them make even better progress in their learning.

Setting details

Unique reference number	EY479916
Local authority	Surrey
Inspection number	10219844
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 10
Total number of places	6
Number of children on roll	19
Date of previous inspection	23 August 2016

Information about this early years setting

The childminder registered in 2014. She lives in Guildford, Surrey. The childminder operates between 7.30am until 6pm, Monday to Friday, all year round apart from family holidays. She works with an assistant during school term times. The childminder is registered to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Chris Lamey

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 setting.
- The childminder and the inspector discussed the childminder's curriculum and her intentions for children's learning.
- The inspector and the childminder observed the children's engagement in activities and had a follow-up discussion about children's learning.
- Parents shared their views of the setting by providing feedback.
- The inspector sampled a range of documentation.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

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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