

Childminder report

Inspection date: 24 August 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	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time in the childminder's welcoming home. They are settled and confident in her nurturing care. As a result, they have built strong bonds and secure relationships with the childminder and her assistant. Children develop their independence in learning as they freely explore the wide range of resources available to them. They use real food items and utensils in the role-play area as different ages cooperatively play with one another. Children have a positive attitude to learning. They eagerly join in with the activities that the childminder has planned for them. The childminder carefully adapts activities to ensure that they meet the individual learning needs of the children. For example, after reading a story about caterpillars and looking at real-life caterpillars, the children excitedly join in with making a three-dimensional model. Older children use mathematical language to enhance their understanding of numbers while younger children build their confidence in using materials and resources to develop their fine-motor skills.

The childminder and her assistant bring songs to life for the children. They capture the children's imagination as they play the guitar to familiar nursery rhymes, using puppets and instruments. Staff encourage children to take turns and listen to each other while choosing songs to sing. They are developing positive speaking and listening skills.

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

- The childminder ensures that children make good progress in their learning and development. She uses her professional knowledge to ensure that children's starting points and interests are considered when planning activities and next steps. This means that children are effectively supported in their progress and prepared for the next stage of their learning.
- The childminder has established partnerships with other settings that the children attend. She uses opportunities, such as drop off and collection, to discuss the needs of the individual children and how best to support the transitions between environments.
- The childminder and her assistant play alongside the children as they engage in their play. They listen to what the children say and respond with interest. This encourages children's communication and language development. However, at times, in their eagerness to communicate with children, the childminder and her assistant do not allow the children time to pause and think. On these occasions, children do not benefit from enough time to process information before new information is given.
- The childminder and her assistant are positive role models for children. They model positive language and praise children for their willingness to take part in activities. Older children are caring towards the younger children. Children

behave well and understand the expectations of their behaviour.

- The childminder values the importance of keeping her skills and knowledge up to date. She takes part in regular professional development to extend her knowledge. She ensures that both herself and her assistant have up-to-date safeguarding knowledge and paediatric first aid. She identifies the importance of professional development; however, the childminder does not currently extend these training opportunities to build her assistant's professional development to a consistently established level.
- Children are provided with opportunities to build their independence and understanding of a healthy diet. They are preparing their own healthy snacks, and help prepare the table for meals. For example, children use knives to cut their own fruit and help clean the table before and after meals. Children follow the childminder's gentle guidance, reminding each other to wash hands before meals.
- The childminder understands the value of promoting healthy lifestyles. The childminder and her assistant provide regular opportunities for children to explore outdoors, and they take the children on local trips. They ensure there is access to a range of outdoor resources which supports the physical development of the children. For example, younger children learning to walk are provided with push toys to hold and balance.
- Partnerships with parents are strong. Parents comment that their children have settled in well with the childminder and that they receive regular information from the childminder on their child's daily activities. Parents state the children have made good progress in terms of self-confidence and speech while in the childminder's care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant demonstrate a good understanding of the possible indications of abuse or neglect and how to report any concerns about the children in their care. The childminder ensures that her safeguarding knowledge is up to date through regular training. The childminder completes daily risk assessments, ensuring the suitability of her premises and keeping children safe. The childminder has clear procedures to follow in the event of a fire and undertakes fire drills to ensure the safety of the children. Information of children's allergies and intolerances are sought, ensuring the children's dietary needs are met. The childminder and her assistant have completed paediatric first-aid training.

What does the setting need to do to improve?

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

- extend professional development to ensure all those working with the children

benefit from the knowledge gained, to continuously raise the quality of education

- provide children with more consistent opportunities to pause and think when asking questions, to extend their critical thinking skills.

Setting details

Unique reference number	EY471696
Local authority	Surrey
Inspection number	10228861
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	1 to 4
Total number of places	9
Number of children on roll	9
Date of previous inspection	30 September 2016

Information about this early years setting

The childminder registered in 2014 and lives in Guildford, Surrey. She offers her service Monday to Friday, for most of the year. The childminder is a qualified teacher and works with an assistant.

Information about this inspection

Inspector

Megan McClellan

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 provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she provides for children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This includes safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder, her assistant and children at convenient times and considered their views.
- Some parents gave statements to the inspector during the inspection. The inspector 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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