

# Childminder report

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Inspection date: 30 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 form close and secure relationships with the calm and gentle childminder. They are settled and happy in the care of her and her assistant. Children create friendships with each other and enjoy playing together imaginatively. For example, they pretend to be doctors, giving each other different roles and re-enacting their own lived experiences. They develop good social skills and are polite and well mannered. The childminder has high expectations for children's behaviour which leads to children understanding and following the boundaries. Children are helpful and enjoy taking responsibility for tasks, such as tidying up and helping to set up activities.

Children learn about the natural world. For instance, they plant and grow fruit and vegetables in the garden. Children talk about how the tomatoes need to be red before they can be picked and they delight at seeing how big the pears have grown. The childminder teaches children where food comes from and encourages children to eat a range of healthy foods. Children have access to a wide range of activities and sensory learning experiences. For example, they immerse themselves in the digging area, using mud to fill and empty containers as they pretend to cook.

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

- Parents praise the childminder and the care that she provides. They describe her as a 'kind, caring and patient person.' The childminder shares information regularly with the parents to keep them informed of their child's progress and next steps. She has also built professional working relationships with local schools and other early years settings to provide a collaborative approach to early education.
- The childminder evaluates her provision well and identifies the things that she would like to develop further in her setting. For example, she is going to broaden children's understanding of different countries through food, music and cultural celebrations. The childminder uses independent research and ongoing training to develop her skills further. For instance, she has completed a forest-school leadership qualification at level 3 to provide the children with even more experiences.
- The childminder confidently identifies children's next steps and how to support them to achieve them. However, at times, the childminder does not focus planned activities on what children need to learn next to make the most of available learning opportunities. This means that on occasion children do not fully benefit from the activities available, younger children in particular.
- The childminder promotes healthy eating. Together with her assistant, they provide children with nutritious, home-cooked meals, such as chicken curry. The childminder encourages good manners at the table and uses meal times as a

social opportunity. Children feed themselves independently with a spoon, and the childminder praises them for trying new foods

- Children enjoy expressing themselves creatively. For instance, they place dried petals on sticky plastic to create suncatchers. Children practise their fine-motor skills through activities such as large-scale mark making with chalks and play dough. Children are motivated and eager to learn. For example, younger children enjoy looking through familiar stories while older children use blocks to construct a zoo.
- Children benefit from a variety of outings in the local area. For instance, they visit the local community garden and toddler groups. The childminder focuses on children learning socialisation skills and developing resilience to prepare them for the next stage of their education.
- The childminder praises the children regularly, helping to build their confidence and self-esteem. She supports children to resolve any minor conflicts and encourages them to include each other and be kind.
- Children make choices and decisions about what they want to play with. They self-select from the variety of resources available to them. This helps children to become independent. Children enjoy learning to do things for themselves, such as handwashing and hanging up their coats. They feel a sense of achievement for completing these tasks and proudly share their successes.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is proactive in ensuring that she completes relevant training to refresh her safeguarding knowledge. She has a thorough understanding of her responsibilities to safeguard children. She is confident in spotting the signs that may indicate a child is at risk of harm and knows the procedure to follow to raise a concern. The childminder completes relevant checks on assistants to ensure their suitability to work with children. She provides them with a comprehensive induction, prioritising safeguarding. The childminder helps the children to learn how to keep themselves safe by reminding them of the rules that are in place.

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

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

- strengthen the planning of activities to focus precisely on what children need to learn next, paying particular attention to the learning outcomes for the youngest children.

## Setting details

<b>Unique reference number</b>	EY451173
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10228715
<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 7
<b>Total number of places</b>	12
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	3 November 2016

## Information about this early years setting

The childminder registered in 2012. She lives in Godstone, Surrey. The childminder operates her service Monday to Friday, all year round, from 7.30am to 6pm and provides overnight care. She holds a recognised early years qualification at level 3. The childminder works with an assistant.

## Information about this inspection

### Inspector

Jade Orosz

### 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 childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children.

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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