

Childminder report

Inspection date:

8 September 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 are very happy and settled in this warm and welcoming setting. They develop close and trusting bonds with the nurturing childminder. Children draw a sense of security and safety from her presence. They confidently follow their own emerging interests. For example, children create a taxi from wooden blocks and excitedly talk about the different countries they are visiting. They develop good imaginations within their play opportunities.

Children have fun while they explore play dough. They use their hand muscles and coordination to use one-handed tools to push into the dough. Children choose to use scissors to practise their cutting skills. They show a positive can-do attitude. The childminder provides the support they need to successfully hold the scissors and make snips into dough for themselves. Children sing familiar songs and rhymes with confidence and enthusiasm. The childminder provides engaging storytelling and singing times to support children's listening skills, concentration and language development.

Children are well behaved and play cooperatively with one another. The childminder patiently empowers children to do things for themselves. Children show considerate behaviour and develop a very strong sense of responsibility. For example, they thoughtfully help to tidy away resources after activities.

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

- The childminder focuses her curriculum on children's social and emotional development, their communication and language and their physical skills. She takes time to get to know the children when they first start and works closely with parents to support her with this. The childminder knows the children well. This helps her understand where children are in their development and identify what support the child needs for future learning. This helps children make good progress.
- The childminder is mindful that during the COVID-19 pandemic, children were not afforded as many opportunities to develop their social skills and confidence. As a result, she provides a wealth of opportunities for children to socialise in larger groups. For example, children learn how to interact with others while attending local toddler groups. They develop new friendships and are becoming increasingly confident.
- Children have good opportunities to develop their creative skills. For example, they make marks on paper using crayons and pencils and use their fingers to make marks during sensory play. However, on occasions the childminder does not plan effectively for all children's needs, as younger children are not always included. This means they do not fully benefit from these activities.

- Children's communication and language development is supported well. The childminder skilfully repeats back what children say and models the correct pronunciation of words. Children are confident communicators and readily engage in conversations during routines and activities. This helps to promote children's early language and communication skills.
- The childminder ensures parents provide children with healthy snacks, such as fresh fruit. Children identify healthy foods and treats during mealtimes. However, the childminder does not fully develop children's understanding of how a healthy diet helps to promote their health, growth and development. For instance, children do not learn about the effect that food has on their bodies.
- Children are growing increasingly independent when using the toilet, washing their hands before mealtimes and feeding themselves. These skills help children to manage their own self-care needs.
- Partnership with parents is good. A two-way flow of daily communication between the childminder and parents means children benefit from a consistent approach to their learning. Parents feel that their children make good progress in their development and thank the childminder for her support.
- The childminder regularly reflects on her practice. She is committed to developing her knowledge and understanding to support children in her care. During the pandemic, the childminder identified that some children needed more emotional support. She has recently attended training on emotional development, broadening her existing knowledge and practice. However, she has not fully developed arrangements for evaluating her practice. For example, she does not make the most of opportunities for parents to share their views, to support the continual improvement of her service.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has updated her safeguarding knowledge. She is aware of safeguarding issues and ensures that all her policies are updated to reflect these. This helps her to keep children safe from harm. The childminder knows the possible signs and symptoms of child abuse and fully understands how to report child protection concerns. She implements policies and procedures to keep children and her home safe. The childminder carries out daily safety checks to help reduce hazards and minimise accidents. This helps her to promote children's safety and welfare to a high level.

What does the setting need to do to improve?

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

- strengthen skills in adapting activities and experiences to enable all children to fully participate

- extend opportunities for children to develop an understanding of the benefits of making healthy food choices as part of a healthy lifestyle
- strengthen arrangements for involving parents in the evaluation of the provision, to support further improvements.

Setting details

Unique reference number	EY444430
Local authority	Surrey
Inspection number	10228644
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	26 October 2016

Information about this early years setting

The childminder registered in 2012. She lives in Byfleet, Surrey. The childminder operates all year round, Monday to Friday from 7.30am to 6pm, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Lane

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 took the inspector on a learning walk in which they discussed the curriculum.
- The inspector observed the quality of education and discussed the childminder's practice.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living on the premises.
- The inspector considered the written views of parents.

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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