

Childminder report

Inspection date:

26 September 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The childminder has made some improvements to her practice since the last inspection, but she remains unsure of how to develop a curriculum that covers all areas of learning. Children are making progress, but this is not necessarily as a result of effective, deliberate planning and an understanding of the sequencing that should be in place for children to learn effectively.

Children demonstrate, however, that they feel secure and happy in the nurturing, home-from-home environment provided by the childminder. The childminder makes every effort to help children feel part of the family. Children form strong attachments with the childminder in a short space of time and know they can go to her to meet their emotional needs. Babies snuggle closely to the childminder as she reads them stories. The childminder knows what children like to play with and ensures their favourite toys are readily available. Babies show they are curious and motivated to explore the resources and opportunities the childminder offers. The childminder encourages them to reach for toys and gives lots of praise as they make attempts to crawl and pull themselves to standing.

Children are encouraged to drink water regularly throughout the day to keep hydrated. They benefit from daily opportunities to play outside in the fresh air.

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

- Prior to the last inspection, the childminder had a break in childminding, which meant she had not kept up to date with the changes to the inspection framework. The childminder has since had a further break, and this has had an impact on her ability to gain experience and be able to plan a curriculum with clear learning intentions. The childminder knows the children well and provides a variety of experiences to promote the prime areas of learning. However, she is not precisely targeting her teaching to ensure children can make the best possible progress in their development.
- The childminder has developed positive relationships with parents. Parents comment that they are never worried about leaving their children in her care and feel grateful for the advice she gives, such as strategies to deal with separation anxiety. However, the childminder has not given new parents information about the early years foundation stage (EYFS) curriculum or how they can support their child's learning at home.
- Babies are exposed to a language-rich environment. For example, the childminder narrates what she is doing, sings along to nursery rhymes and gives lots of eye contact as she sits and chats to children at mealtimes. Babies happily babble and clap their hands, waiting for the childminder to copy and clap too.
- The childminder takes children on many outings to experience the wider world.

For example, they visit horticultural gardens, soft-play centres and farms. The childminder talks enthusiastically about how she would rather children see animals in real life, rather than on paper. This enhances their cultural capital.

- The childminder promotes a healthy diet and attends to children's personal care needs. The childminder has a kind and caring manner, which helps to support children's emotional well-being. Babies show a developing curiosity for people around them and are reassured in the presence of the childminder, who frequently cuddles them.
- The childminder has attended mandatory training, such as first aid and safeguarding, to ensure her knowledge in these important aspects of her work remain up to date. However, she does not identify all areas of development and seek relevant training opportunities, especially with regard to teaching, to help raise the quality of her provision even further.
- The childminder has sound procedures in place to safeguard children. She maintains most of the required records to help protect children's welfare, but she has not kept a record of children's attendance, as required. However, the childminder does demonstrate a commitment to rectify this immediately and supervises children carefully.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has improved her knowledge of safeguarding and has become more confident with this aspect of her role. She knows the signs that may indicate a child is at risk of harm and how to report concerns about children's welfare. She also knows how to report any allegations made against her or a family member. The childminder has improved how she risk assesses the areas used by children to enable her to identify and remove any potential hazards. This helps to keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
place a greater focus on developing knowledge of the different areas of learning and how to implement a broad, ambitious curriculum with clear learning intentions based on knowledge of individual children	31/10/2022

provide new parents with information about how the EYFS is being delivered in the setting and how they can support their child's learning at home	31/10/2022
keep a daily record of the names of the children being cared for on the premises and their hours of attendance.	03/10/2022

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

- make effective use of ongoing self-evaluation in order to be able to accurately evaluate strengths and weaknesses in the setting and undertake professional development opportunities to raise the quality of teaching.

Setting details

Unique reference number	EY475349
Local authority	Surrey
Inspection number	10196992
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 0
Total number of places	4
Number of children on roll	1
Date of previous inspection	11 May 2021

Information about this early years setting

The childminder registered in 2014. She lives in Walton-on-Thames, Surrey. The childminder operates all year round, from 7.15am to 5.15pm, Monday, Tuesday and Thursday.

Information about this inspection

Inspector

Nicky Hill

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the interactions between the childminder and children.
- The inspector took account of the views of parents.
- The childminder provided the inspector with a sample of key documentation on request.

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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