

Childminder report

Inspection date: 20 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children form strong bonds with each other and with the childminder at this friendly and welcoming setting. They are happy, safe and secure. Children confidently play and follow their own emerging interests. They select a wide variety of age-appropriate resources that are easily accessible. This enables children to make independent choices and initiate their own play. Older children talk confidently about their previous learning. For example, they recall the names and features of their favourite dinosaurs and talk about the trips and outings they have undertaken to enhance their learning. Children proudly show visitors the pictures they have made and talk about what they are playing with. They concentrate fully on the tasks that they are completing. For example, during a play dough activity, children spend long periods of time working on their small-muscle skills as they create models from their favourite story, 'The Gingerbread Man'.

Children's behaviour is good. They are very caring towards each other and with the childminder. Children are encouraged to say 'please' and 'thank you' during their time at the childminder's house. When children are upset, the childminder ensures that they receive gentle reassurance. Children climb onto the childminder's lap and they talk about their feelings. This helps the children to build strong relationships and regulate their emotions.

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

- The childminder offers a curriculum that is well planned and builds on children's prior skills and knowledge. She is clear about what she wants children to learn next and carefully selects resources based on their interests.
- The childminder places a strong focus on supporting children's communication and language skills. For example, she talks to children and questions them effectively to enhance their learning. The childminder sings songs and nursery rhymes with younger children, copies their babbling sounds and repeats words to them. This helps children to develop their language skills and vocabulary.
- The childminder provides a range of activities for children to develop their literacy skills. For example, she encourages children to make marks on paper and to give meaning to the marks they make. The childminder has a wide variety of books and uses these effectively with children to foster a love of stories. Children eagerly select their favourite books and they enjoy snuggling up together to listen to stories read by the childminder.
- Overall, children develop a good understanding of keeping healthy. They enjoy spending time outside and benefit from daily opportunities to be physically active in the childminder's garden. The childminder provides nutritious, home-cooked meals and encourages children to try a selection of fruit at snack time. However, she misses opportunities to talk to children about developing healthy

lifestyles. This impacts on children's understanding of healthy food choices.

- The childminder plans regular opportunities to help children learn about the wider world. Children enjoy outings to parks and local groups. They have opportunities to build social skills as they meet and interact with others. Furthermore, children learn to recognise and respect differences. For example, the childminder plans activities for children that acknowledge well-known events and talks to children about other cultural and religious festivals. This helps children to learn about diversity.
- Parents speak highly of the childminder. They comment on the range of activities offered and that their children are 'happy, settled and safe'. Detailed information is gathered from parents about what their children know and can do when they first start. This helps the childminder to plan specifically for each child. The childminder shares updates on children's care with parents. However, parents do not consistently receive information about their child's next steps in learning. This does not fully support children's continued learning at home.
- The childminder has a positive attitude towards continually improving her practice. She ensures that her mandatory training is kept up to date and completes wider professional development opportunities online. The childminder networks with other local childminders to share knowledge and ideas. She regularly reflects on the provision she offers, identifying areas that she wishes to develop further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding matters. She knows how to recognise the signs that might give her cause for concern about a child's welfare. The childminder updates her training and knowledge on a regular basis, in regard to all aspects of safeguarding. For example, the childminder knows the procedure to follow if an allegation is made about her or a household member. She understands what to do if a child arrives with an injury from home and who to contact if a child makes a disclosure to her. The childminder has a good understanding of broader safeguarding concerns, including the potential risk to children with regard to radicalisation and extremism.

What does the setting need to do to improve?

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

- use opportunities as they arise to enhance children's understanding of keeping healthy and healthy eating practices, to further promote their good health
- strengthen the arrangements in place for the sharing of information and ideas with parents, to help support and continue their children's learning at home.

Setting details

Unique reference number	2521685
Local authority	Surrey
Inspection number	10208086
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 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Epsom, Surrey. The childminder provides care from Monday to Thursday, 7.30am to 5.30pm, all year round, except for bank holidays and family holidays. The childminder provides early years funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Allen

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 showed the inspector the premises, and explained how she supports children's learning and development.
- The inspector observed the quality of interactions between the childminder and children, and assessed the impact of these on children's learning.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector read and considered written comments from parents during the inspection.
- 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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