

# Childminder report

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Inspection date:

4 October 2022

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children are happy and secure. They display a strong attachment with the childminder, who is patient, kind and caring. Children are building good friendships with others and willingly share and take turns as they play together. They are building on their understanding of self-care and independence. For instance, children show a keen awareness of the need to wash their hands for snack time. Children are confident and self-assured. They receive age appropriate explanations and discussions, which help them to manage their own emotions and to start to recognise the needs of others. Children are supported to help them to make healthy choices in the food they eat. They help to plan snack menus and delight in discussing the different taste of items they like to eat.

Children are able to play and explore freely with the help of the robust risk assessments the childminder makes of her home and the outdoors. Children use good manners under the positive role modelling of the childminder. New children show an increasing sense of belonging through the effective settling-in process in place. Children have many opportunities to be physically active. They play outdoors in the garden, making dens or using large-scale equipment on their many park or woodland visits. This helps children to have exercise and fresh air, which helps to promote their overall well-being.

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

- The childminder has worked well towards the recommendations set at her last inspection. She now evaluates all areas of her provision and values the opinions of parents and children in helping to identify areas of improvement. Children behave well and the childminder prioritises involving children in meaningful discussions to help them to gain further skills and understanding boundaries and expectations. As such, children feel respected and valued for their own opinions.
- The childminder precisely plans for her professional development to raise her knowledge and understanding. She regularly researches information and training to increase the opportunities she provides for the children in her care. For example, a recent course has helped her to further support children's behaviour through more sensory experiences and resources.
- Children enjoy the activities and experiences that the childminder provides to support their own likes and choices. They display an increasing ability and understanding of playing and learning together. For instance, children use their memory and problem-solving skills as they correctly lay out skittles for a game of bowling and enjoy taking turns trying to knock them all down.
- The childminder consistently builds on effective partnerships with parents. She gains information about children's likes and dislikes when they first start with

her, which she uses to help them to settle quickly. The childminder regularly shares information about children's achievements and changing requirements. She recognises the importance of building good communication with other settings that children attend to provide them with a joined-up approach towards the next steps in their development.

- Children are articulate and use a good range of words and vocabulary to express their own needs and wants. Children engage in deep conversations with the childminder and she enjoys hearing about what they have done at nursery or school that day. The childminder gives children time to think and respond to questions she asks of them to continue to build on their communication skills.
- The childminder helps children to build an early awareness of the wider world and the immediate community around them. This continues to be a focus for improvement within the setting to support children's own heritage and backgrounds. This helps children to build on their awareness of the similarities and differences in themselves and others.
- Children enjoy reading and accessing a wide range of books to support their early literacy skills. The childminder takes time to support children who are less confident to build further on their resilience and enjoyment of stories. For example, she gives individual time to support older children with their reading homework.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder is vigilant in protecting the children in her care. She is confident in how to identify the signs and symptoms of abuse and the procedures she would use to report any concerns. This helps to protect the welfare of children. The childminder keeps her safeguarding training and knowledge up to date and reviews her policies to ensure they contain current contact information. She is aware of other areas of safeguarding, such as county lines, the 'Prevent' duty and online safety.

## Setting details

<b>Unique reference number</b>	EY454466
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10228745
<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>	3 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	7 December 2016

## Information about this early years setting

The childminder registered in 2016 and lives in Woking, Surrey. She provides care term time only, Monday to Friday from 7.30am to 9am and 3.30pm to 5.30pm. The childminder holds a level 3 childcare qualification.

## Information about this inspection

### Inspector

Gwendolyn Andrews

### 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 childminder.
- The inspector viewed the areas of the home and garden that are used for childminding purposes.
- The childminder and the inspector discussed the process of self-evaluation and the current areas identified for improvement. The inspector spoke to parents directly at pick up times.
- A range of documentation was sampled, including suitability checks and policies and procedures.
- The inspector held discussions with the childminder about her safeguarding knowledge and reporting procedures. The inspector also discussed how the childminder plans for her own professional development.

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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