

Childminder report

Inspection date:

29 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children enjoy attending the childminder's warm and well-set-out home. They are happy and safe and enter with smiles. They are eager to choose from a range of toys and games, for example, settling to play with the wooden blocks together. The childminder shows genuine care and interest in the children and what they are doing. Children are listened to and helped. The childminder encourages them to have a go. For example, she supports babies to reach for musical toys and shows them how to make them work.

Children are positively supported by the childminder. She encourages kind and caring behaviour, reminding children to use gentle hands. Children are caring towards each other. For example, older children ask for a blanket to wrap around a baby who has fallen asleep.

The childminder models good manners and gives children positive feedback, resulting in the children taking turns and sharing toys together. Children are encouraged to be independent, for example, choosing what they want to play with and getting their own toys out. They know the routines well, such as tidying up and getting ready for a snack.

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

- The childminder provides good quality childcare. She is calm, nurturing and patient with the children. They respond positively to her, keen to show her what they can do. She includes all of the children when exploring the resources, encouraging an older child to help a younger baby in their play.
- The childminder has good relationships with parents. They are very positive about her and the progress their children have made. The childminder provides them with information about what their children are doing daily. One parent said, 'She is like a favourite auntie'.
- The childminder is attentive to the different needs and abilities of the children and provides age-appropriate toys and resources to motivate them. She supports them with kind words of encouragement. For example, a young baby enjoys exploring the sounds and lights on a fire engine and an older child enjoys the puzzles.
- The childminder knows her children well and she shares examples of progress they have made. For example, she explains how she supports a baby to pull himself up by providing opportunities for him to hold onto things to gain confidence. This supports his physical skills. She explains how she puts out resources she knows children will like, such as a tunnel that an older child had enjoyed previously.
- The childminder understands the importance of developing children's early

language and communication skills. She reads a favourite rhyme book with the children daily. She also takes them to 'rhyme time' at the local library every week. This supports children's interest in books and stories and helps develop their speaking, listening and reading skills.

- The childminder is a positive role model, speaking with the children and extending their words and conversations. For example, she encourages mathematical language when building a tower together. This supports children's emerging understanding of counting.
- The childminder supports the children's knowledge of the world around them, such as by attending a range of local groups to broaden their experiences. For instance, she takes children out on daily walks near the river and other places of interest to support their appreciation of the natural world.
- The childminder has attended recent training. However, she does not always evaluate her practice closely enough to identify precisely where her knowledge and skills could be updated to enhance her practice further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's premises are safe and secure, and she has attended recent safeguarding training to ensure she knows how to keep children safe from harm. She knows who to contact for support and advice. She can explain what she would do in a range of safeguarding scenarios and has a good understanding of safeguarding issues that may affect children in her care. The childminder encourages children to keep themselves safe, such as by tidying up after themselves and holding hands when going out for walks.

What does the setting need to do to improve?

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

- strengthen self-evaluation procedures in order to more precisely identify areas of practice that can be developed even further.

Setting details

Unique reference number	EY437946
Local authority	Surrey
Inspection number	10228607
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 2
Total number of places	3
Number of children on roll	3
Date of previous inspection	16 November 2016

Information about this early years setting

The childminder registered in 2011. She lives in Thames Ditton, in Surrey. The provision operates Monday to Friday, from 8am to 6pm, all year round.

Information about this inspection

Inspector

Victoria Salisbury

Inspection activities

- This was the first routine inspection the provider 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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to several parents during the inspection and took account of their views.

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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