

Childminder report

Inspection date: 11 October 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 cared for in a safe, inclusive and homely environment. They have good bonds with the caring and nurturing childminder. Children are confident and play well alongside each other. They are beginning to learn the importance of sharing and taking turns. The childminder supports them with this by offering gentle reminders and lots of praise and encouragement. She helps younger children to manage their emotions effectively, such as when they struggle to share or tidy away toys. Overall, children are able to easily access a wide variety of age-appropriate toys and resources. This enables children to make independent choices and initiate their own play.

Children are motivated to learn, and show enjoyment while playing. They enjoy snuggling up together to listen to stories with the childminder. Children's mathematical knowledge is fostered well during play. For instance, they use the language of size and are beginning to show awareness of positional language as they play with cars and trains. Children excitedly name simple shapes, such as 'circle' and 'square', in everyday objects they find. Children benefit from opportunities to socialise with new people. They experience an abundance of outings in the community. For example, they have trips to the beach, local parks and the library, where they enjoy a wide range of experiences together. These help to support children's social skills and their understanding of the world around them.

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

- The childminder knows the children very well. She plans an exciting curriculum based around children's interests. The childminder is clear about what she wants them to learn. She completes regular observations and assessments to recognise children's achievements, identify their next steps in learning and track their ongoing progress. This supports children to make good progress in their learning and development.
- Overall, children's language and communication skills are progressing well. They eagerly and attentively listen to stories, showing their knowledge of them by joining in with key phrases. They join in with singing songs and copy the actions. The childminder asks children questions as they play and explore. However, at times, the childminder does not give children time to think and respond to questions to further support and extend their language and thinking skills.
- Children's health and well-being are promoted well. They are physically active and play outdoors and exercise daily. At the childminder's house, children practise their pouring, digging and transferring skills, using a variety of resources and activities. Children gain experience of making healthy food choices and enjoy a wide selection of fruit at snack time. They regularly drink water and are reminded to stay hydrated during the day. As a result, children are

developing a good understanding of how to keep themselves healthy.

- The childminder helps children develop the skills they need to be prepared for the next stage of their education. She teaches them how to become independent. The childminder recognises when support is needed and when to give children time to have a go by themselves. For example, when young children are trying to put on their own wellington boots outside, she says, 'Come on, keep going, you can do it.' Children show a sense of pride when they succeed.
- The childminder forms positive partnerships with parents. She gathers information about what children can already do to build on their learning from the start. The childminder gets to know children well. Parents speak highly of the childminder. They comment on the warm and loving environment that she provides for their children. The childminder keeps parents fully up to date with their children's progress, providing regular progress reports.
- The childminder is dedicated and puts children at the heart of what she does. She regularly reflects on and evaluates her practice. The childminder carefully considers the views of parents and children, for instance through discussion and observation. However, she has not considered how to enhance her programme of continuous professional development to further develop her knowledge and to raise teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She ensures her home is safe and secure and knows the procedures to follow should she have any concerns about the welfare of children. The childminder knows how to report any safeguarding concerns to the correct agencies. She completes training courses which help to update and extend her safeguarding knowledge. The childminder is knowledgeable about issues that can affect children, such as online abuse, county lines, and extreme views and behaviours. She implements effective risk assessments and ensures that adults living and working in the household are suitable.

What does the setting need to do to improve?

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

- strengthen interactions with children, to better promote their communication, language and thinking skills
- seek wider training opportunities, to further develop knowledge and to help raise the quality of teaching to an even higher level.

Setting details

Unique reference number	EY481867
Local authority	Surrey
Inspection number	10228938
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	2 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	4 October 2016

Information about this early years setting

The childminder registered in 2014. She lives in Banstead, Surrey. The childminder cares for children from Monday to Thursday throughout the year from 7.30am to 6.30pm. The childminder provides funded early education 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 childminder.
- 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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