

Childminder report

Inspection date: 20 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 form strong bonds with the childminder. They enjoy her company and are happy in her home. The childminder is attentive to children's needs and closely supports their well-being. Children demonstrate that they feel safe and behave well, as they explore the welcoming environment with ease and motivation.

The childminder has high expectations of children's communication and language development. She consistently introduces new vocabulary and models the correct pronunciation of words to support children's understanding. Children often repeat what the childminder says as they play, which supports their early language development. They show a love for books and choose their favourite stories, such as the 'Whale and Snail'. Young children develop very good vocabulary. For example, they remember words such as 'iceberg' and 'eagles'. Furthermore, children learn the different names of bird foods, such as 'suet' and 'peanuts'. This supports children's language development and early literacy.

Children have a positive attitude and enjoy learning. The childminder is kind and polite and encourages children to share resources. Children take pride in their achievements and are keen to share their experiences with others. For instance, children eagerly show the childminder the crocodile they have made from play dough.

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

- The childminder has developed a good curriculum based on the children's interests. She focuses her curriculum on their social, emotional, communication and language skills and their physical development to ensure they have the skills they need to support their future learning. All children make good progress in their development.
- The childminder uses information she gathers through observations of children to provide meaningful experiences, to help extend their learning further. However, occasionally, the delivery of some planned activities do not focus on the children's precise next steps. For example, younger children get side-tracked during activities and lose focus on their learning, due to the number of resources. This means the childminder does not fully focus on children's learning intentions, to help them make the best possible progress.
- The childminder effectively promotes children's early mathematical concepts in play. For example, young children learn the names of different-sized scoops such as 'tiny', 'small' and 'big'. Children begin to use counting in their play. The childminder skilfully repeats numbers to the children in the correct sequence. This supports their early maths.
- Children have access to a wide variety of activities to enhance their knowledge

and understanding of the world. For instance, each day, they can visit the childminder's allotment. Children remember the names of the various fruits and vegetables they have grown, such as 'tomatoes' and 'courgettes'. They feed the birds and squirrels in the garden and learn about the different foods they may eat. Children relish these opportunities.

- The childminder ensures children have daily fresh air and exercise. She takes them to local toddler groups, where they can develop their social skills. The childminder provides children with a variety of opportunities to broaden their experiences. For instance, they visit animal parks and local places of natural beauty.
- Children show curiosity and can-do attitudes as they try new things. For example, they use tweezers to pick up buttons. Children are kind and help the childminder tidy away for their next activity. The childminder is a good role model and explains appropriate behaviour to children. This helps them understand their feelings and emotions.
- The childminder teaches children to be independent and keep themselves healthy. She teaches young children how to wash their hands and put their shoes on. Their independence is further developed as they learn to carry out tasks, such as spreading butter on their bread for lunch. Children's independence is promoted well.
- The childminder has established good partnerships with parents and other settings that children attend. Parents receive daily updates on what their children are learning. The childminder gives parents advice on how to support children's learning at home. This means children benefit from a consistent approach to their learning.
- The childminder takes a proactive approach to her own professional development. She reflects on and evaluates the overall quality of her practice. This reflective practice helps her to plan training for her setting, which positively impacts on children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has updated her safeguarding knowledge. She is aware of safeguarding issues and ensures that all her policies are updated to reflect these. This helps her to keep children safe from harm. The childminder knows the possible signs and symptoms of child abuse and fully understands how to report child protection concerns. She implements policies and procedures to keep children and her home safe. The childminder carries out daily safety checks to help reduce hazards and minimise accidents. This helps her to promote children's safety and welfare to a high level.

What does the setting need to do to improve?

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

- strengthen the delivery of the curriculum in planned activities and fully focus on children's learning intentions, to help them make the best possible progress.

Setting details

Unique reference number	122340
Local authority	Surrey
Inspection number	10228206
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 2
Total number of places	6
Number of children on roll	7
Date of previous inspection	25 January 2017

Information about this early years setting

The childminder registered in 1990 and lives in Banstead, Surrey. She operates her service Monday to Thursday, from 7am to 6pm, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Kelly Lane

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 took the inspector on a learning walk where they discussed the curriculum.
- The childminder spoke to the inspector at convenient times during the inspection.
- The inspector observed the quality of education and discussed the childminder's practice.
- The inspector looked at written communication from parents about the childminder's service 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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