

Childminder report

Inspection date:

7 November 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

Outstanding

What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the kind and nurturing childminder. They are settled and secure, showing strong bonds with her. For instance, children play happily in the pretend kitchen, making cakes, stirring mixtures and naming fruit with the childminder. The childminder is a good role model and has high expectations for the children. For example, children are encouraged to wash their hands, pour their drinks and peel their fruit. Children put their own shoes and coats on before going into the garden to play.

Children show a good understanding of feelings and behaviour. For instance, they remind each other of the rules of the setting and how to play safely. Children are kind and play cooperatively with the childminder during activities. They gain a good understanding of safety as they use knives and forks to eat at mealtimes and talk about not putting knives in their mouths. Children develop good physical skills. For instance, they giggle in excitement and awe as they use nets to fish for shapes in shaving foam and gel. Children enjoy making sandcastles and counting how many scoops it takes to fill the bucket.

All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress. Children learn key skills needed for their next stages in learning, such as school.

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

- Children's speech and language skills are supported well. For example, the childminder introduces the words 'stethoscope' and 'blood pressure' while the children role play being at the doctors. The childminder speaks extremely clearly and asks children precise and well-considered questions, helping to extend their learning and thinking skills.
- The childminder helps children to learn about healthy lifestyles through discussions during mealtimes. For example, the childminder talks about eating fruit and vegetables and about the importance of oral hygiene, saying, 'you have to brush your teeth so that they do not go bad and fall out.' This supports the children to recognise and discuss the benefits of healthy eating.
- Parents are happy with the care the childminder provides for their children. They say that the childminder is 'dedicated, nurturing and professional'. She offers bespoke settling-in sessions to meet the needs of all children. Parents say that this has helped them to 'feel secure and at ease going back to work knowing that their children are happy and confident in the childminder's care.'
- Children learn about numbers and shapes in various activities, such as sand and water play and in building train tracks. The childminder skilfully extends children's mathematical vocabulary and key concepts as they play. For instance,

she discusses the words 'curve' 'balance' and 'heavier'. This helps all children to make good progress in their mathematical development.

- Children have good opportunities to visit places of interest in the local community and learn about different cultures, religions and beliefs. Children regularly discuss people's disabilities, similarities and differences while out on trips and through stories. The childminder works hard to break down stereotypes that children in her care may have.
- The childminder has developed good links with the local schools and pre-schools children in her care attend. She supports children well to prepare for school by providing opportunities for them to socialise with others and gain confidence in larger groups. She builds their self-esteem by offering praise when children persevere with activities and achieve their own goals. Children show great pride when showing skills that they have learned. They show positive attitudes as they play and learn. Occasionally, the childminder does not always follow the children's interests as they play, which at times impacts on their attitudes to learning.
- Good partnerships with parents and professionals allow for consistency in each child's learning and development. The childminder works closely with other agencies to ensure that children with identified delays in their development receive the support required at the earliest opportunity.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of how to keep children safe. She attends regular training to keep her knowledge of child protection up to date. She is aware of the indicators of abuse and safeguarding matters, such as radicalisation and domestic violence. The childminder has clear procedures in place for recording and reporting any concerns to the appropriate professionals. The childminder understands her responsibility to report any allegations made against her or any household member. She completes daily checks inside and outside her home to make sure it is safe and suitable for children.

What does the setting need to do to improve?

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

- strengthen professional knowledge even further to capture all opportunities to follow children's interest in their play.

Setting details

Unique reference number	EY429939
Local authority	Surrey
Inspection number	10228576
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	9 December 2016

Information about this early years setting

The childminder registered in 2012. She lives in Reigate, Surrey. The childminder's provision operates from Monday to Friday, for most of the year. The childminder holds an early years qualification in childcare at level 3.

Information about this inspection

Inspector

Bev Boyd

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 provider and has taken that into account in their evaluation of the provider.
- During a learning walk, a discussion was held about how learning is organised and planned for the children.
- A joint observation was carried out by the inspector and the childminder.
- The inspector spoke to the children throughout the inspection.
- The inspector observed the quality of the childminder's interactions with children during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Parents provided written feedback during the inspection. The inspector took account of all of their views.
- The inspector viewed documents, such as suitability checks, safeguarding policy and first-aid certificate.

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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