

Childminder report

Inspection date: 4 November 2022

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| 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

Babies and children are happy and enjoy their time in this warm and friendly environment. They have developed a strong bond with the childminder and her assistant, who are caring and nurturing in their interactions with children. This helps children feel settled and secure. They behave well and demonstrate high levels of emotional well-being.

Children benefit from the effective settling-in arrangements. The childminder collects detailed information about their care routines and stages of learning when they first start at the setting. She uses this information to plan the provision according to the children's own experiences and starting points. For example, the childminder and assistant plan familiar care routines and select play equipment to help children settle in quickly from the outset. As a result, babies settle very quickly.

Children's language development is prioritised. For instance, the childminder adapts the language she uses, so it is appropriate for each child's level of understanding. She clearly repeats and reflects words back to children to encourage the correct pronunciation. For younger children, she uses new words to help increase children's understanding, while she uses actions in familiar songs. Children make good progress in their communication and language.

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

- The childminder and her assistants create an ambitious curriculum. They have clear ideas on what they want children to learn and how they are going to teach them. The childminder plans her curriculum on stories to support children's learning. For example, she is currently using the theme of the story book 'Goldilocks and the Three Bears' to introduce concepts from early mathematics. The childminder counts with children and introduces vocabulary, such as 'small' and 'big' during sensory play. However, the majority of activities are highly adult-led and controlled. This means that children do not have time to access all the intended learning and follow their own play ideas.
- The childminder and her assistants observe and assesses children's learning. They use this information to identify what children need to learn next. For example, they encourage younger children to begin to walk, they hold onto their hands, to support them to walk. This helps to develop children's confidence, balance and coordination.
- The childminder provides plenty of opportunities for children to develop their small-muscle skills. Babies concentrate as they scoop sensory items with their hands. Older children are presented with additional challenge as they are supported to use tweezers to transfer the small bears to different pots. This

helps children develop the muscles they need for early writing.

- The childminder supports children's good health. She provides children with healthy and nutritious meals and snacks. Children develop good self-care skills, which prepares them well for future learning. For instance, babies learn to use cutlery, older children are curious about the names of different fruits, such as 'plum'. This helps them identify healthy foods.
- Children develop an understanding of their local community. For example, the childminder and assistant regularly take children out for walks in the local area. They visit the shops, play in the park and attend sessions at toddler groups. These experiences help children to meet with larger groups of children and develop confidence in social situations.
- Children behave well and learn good manners. The childminder praises children's positive behaviour and models being polite. For example, when the childminder asks children questions, they reply 'what' she sensitively repeats 'pardon', which children repeat. This helps children to understand what is expected of them.
- Partnerships with parents are good. The childminder keeps in touch with parents through regular discussions. This helps parents to understand what children have been learning, so that they can continue and extend this at home.
- Together, the childminder and her assistants evaluate after each session, noting children's interests and achievements. However, the childminder identifies that she does not sharply focus her professional development on helping her to develop her teaching skills to support younger children's development even more successfully.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistant have updated their safeguarding knowledge. They are aware of child protection issues. The childminder ensures that all her policies are updated to reflect these. This helps her to keep children safe from harm. The childminder and assistant know the possible signs and symptoms of child abuse and fully understand how to report child protection concerns. The childminder ensures the environment is safe through regular risk assessments. She follows recruitment processes and checks to determine the suitability of individuals before appointing them as an assistant.

What does the setting need to do to improve?

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

- adjust the curriculum to include a balance of adult-led and child-initiated activities to increase opportunities for children to independently follow their own play ideas
- focus training on developing knowledge and understanding of how younger

children learn through play, to help promote their development even further.

Setting details

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| Unique reference number | EY482810 |
| Local authority | Surrey |
| Inspection number | 10228958 |
| 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 | 0 to 9 |
| Total number of places | 4 |
| Number of children on roll | 25 |
| Date of previous inspection | 24 January 2017 |

Information about this early years setting

The childminder registered in 2014. She lives in Epsom, Surrey. She provides care from Monday to Friday, 7am to 6.00pm, all year round. The childminder holds qualified teacher status. She works with two assistants, one of whom holds a level 3 qualification in early years.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector took account of the views of parents through written feedback provided.
- The inspector asked the childminder and her assistant questions to establish their understanding of how they safeguard the children in their care.

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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