

# Childminder report

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Inspection date:

7 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 happy, confident and well settled at the childminder's welcoming home. They receive good care and form strong bonds with the childminder. Children invite others into their play and especially enjoy when the childminder joins in. They hold interesting two-way conversations with her, such as making connections between the endearing names the childminder and their parents use for them.

Children show positive attitudes towards learning. They cheer when a particular favourite activity of theirs is suggested by the childminder. Children love to experiment with paints to create firework pictures. Children have many opportunities to strengthen their small and large muscles. This prepares them for using more controlled movements for early writing. Children visit several local places of interest, such as going on woodland walks. During this time, they practise and refine their balancing, climbing and jumping skills. This helps to support their physical development, as well as promote their emotional well-being.

Children follow the childminder's lead and use a range of positive language. They smile with pride when the childminder praises their efforts and accomplishments. For instance, children know the routines well and work together to swiftly tidy away their toys. They stand back, admiring their great work, and surprise the childminder. Children know what is expected of them and behave well at all times.

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

- The childminder gets to know individual children's personalities, likes and dislikes from the outset. She uses this information effectively to plan activities that engage children and encourage their progress. For example, children learn to name different colours as they share their favourite ones. This approach helps to promote their commitment to learning.
- The childminder encourages children to recall previous learning and relates this to new learning. This is having a positive impact on children's progress as they begin to make connections. For instance, children make a line of toy bricks and place toy ladybirds on them, all facing the same direction. The childminder helps them to recall their visit to the woods when they saw a line of ants climbing up a tree. This supports children's retention of new knowledge to maintain good progress.
- The childminder places a high priority on developing children's communication and language skills. During informal conversations, she asks further questions to allow children to expand their thinking and respond appropriately. At times, the childminder models the use of sentences as she repeats children's answers correctly. In this way, children hear words and phrases which they can then

apply. As a result, children become effective communicators.

- Children are inquisitive learners. They love to explore and experiment independently. However, at times, the childminder does not fully encourage children to express their unique creative styles. She presents children with ready-cut templates, fetches resources herself and tells them what to do. This does not allow children the freedom to make choices, follow their ideas and direct their own play.
- The childminder provides nutritious and well-balanced meals. She ensures she offers children a variety of foods, including new foods for them to experience and comment on the taste, such as red peppers. Children talk about their preferences and say they prefer the 'yellow' ones best. This helps promote children's understanding of different tastes and healthy choices.
- The childminder has established positive relationships with parents. Her daily communication with parents keeps them fully informed and involved. Parents comment on the impressive range of learning opportunities offered and say that the childminder 'goes above and beyond'. This includes their children attending the toddler groups she jointly runs with other childminders and their minded children. Parents praise their children's well-developed social skills, confidence and speech.
- The childminder communicates with staff at other settings the children attend and holds meetings with parents. However, her communication with other settings is yet to be effective and consistent. It does not provide children with the highest level of care and continuity in learning.
- The childminder is committed to continual improvement. She keeps her knowledge up to date through attending online webinars on early years and sharing good practice with a local network of childminders. This helps to enhance the overall quality of her provision.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her role to keep children safe from harm. She has a good knowledge of safeguarding and child protection matters, including risks associated with exposure to extremist views. The childminder is confident in recognising potential signs that may indicate a child is at risk of harm and knows the procedures to follow to report any concerns. She keeps up to date with mandatory training. She checks her home for hazards daily and encourages children to identify potential risks to keep them safe, for example when they accompany her on trips and cross roads safely by looking and listening for traffic.

## What does the setting need to do to improve?

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

- review the accessibility of resources to give children the choice to explore and develop their own ideas, allowing more freedom to direct their own play
- build on the ways to communicate with staff at settings the children also attend, to provide an even more consistent approach to their shared care and learning opportunities.

## Setting details

<b>Unique reference number</b>	EY333014
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10235012
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	16 March 2017

## Information about this early years setting

The childminder registered in 2006. She lives in Woking, Surrey. The childminder provides care all year round from 7.30am to 6pm, Monday to Friday. She receives funding to provide free early education for children aged three years. The childminder holds an appropriate childcare qualification at level 3.

## Information about this inspection

### Inspector

Sonia Panchal

### 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 provider.
- The childminder showed the inspector around the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed interactions between the childminder and the children.
- Parents shared their written views on the setting with the inspector.
- 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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