

Childminder report

Inspection date: 11 November 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 happy and confident with this kind and nurturing childminder. The childminder takes time to get to know children and their families, which helps them to settle quickly during the settling-in period. This also helps the childminder to build strong bonds with children to support their emotional well-being and learning. Children play independently for long periods. They benefit from a well-thought-out curriculum, which supports and develops their next steps. For example, children demonstrate that they are developing their concentration and small-muscle skills, as they enjoy rolling, pushing, moulding and squeezing play dough and sand.

Children enjoy regular opportunities to engage with different groups and activities, such as toddler groups, woodland walks and trips to the park. This enhances their knowledge of the local community and the world around them. The childminder has high expectations for every child and has strategies in place for supporting children's behaviour. There are clear rules and routines in place and children follow instructions well. As a result, they are beginning to understand boundaries. The childminder uses praise and encouragement consistently. This helps to boost children's confidence and self-esteem effectively.

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

- The childminder creates a play environment and curriculum, where children have fun as they play. They are encouraged to make their own choices and can access resources freely. This allows children to follow their interests and promotes a love of learning.
- The childminder generally supports children's language and communication skills well. She reads stories and holds conversations with children during their play. She models correct language and introduces new words to extend their vocabulary. However, at times, she asks closed questions that require a one-word answer, and she does not always give children time to think and respond before repeating the question.
- The childminder fosters children's independence. Children are taught good hygiene routines and understand that they need to wash hands before eating and regularly through the day. They stand on a step to wash their hands and dry them with their own towel.
- Overall, children behave well. The childminder supports them to develop good social skills, such as encouraging them to listen to each other. The childminder recognises and praises good behaviour. She intervenes when needed to help children learn to share and take turns.
- The childminder evaluates her practice to identify areas of improvement. She completes mandatory training such as paediatric first-aid and safeguarding. However, the self-evaluation process is not rigorous enough to recognise, that

additional training courses alongside opportunities to read articles, magazines and watch webinars would help improve good-quality teaching to the highest level.

- The childminder teaches children about feelings and emotions. She uses resources effectively to support children's understanding; images of emotions are placed in prominent places to develop and extend discussion as children play. During snack time, children independently engage in conversation with each other about emotions, telling each other how they are feeling today. This demonstrates that children are developing a good understanding of their own feelings and how to convey these to others.
- The childminder has formed strong links with other local childminders. These experiences help children to develop their social skills and self-confidence by socialising with other groups of children and adults, expanding their knowledge of how to build strong relationships.
- Partnership with parents is positive. Parents feel well informed about their child's daily experiences and the care they have received. They receive regular photos and updates about their children's day. Parents comment on the high level of care and the opportunities children receive to further their development during their time spent with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of how to safeguard children. She is aware of signs and symptoms that may indicate a child is at risk of harm. The childminder knows the procedure to follow when reporting concerns about a child's welfare. She carries out regular risk assessments of the environment and considers potential hazards in her home. The childminder is aware of the potential dangers of children being online. Children learn about their own personal safety. For example, they understand how to use knives safely when cutting fruit and are closely supervised by the childminder.

What does the setting need to do to improve?

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

- enhance opportunities that focus on expanding children's language and communication skills
- strengthen the programme of professional development to support the continuous improvement of the quality of education.

Setting details

Unique reference number	EY444058
Local authority	Surrey
Inspection number	10228640
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	5
Number of children on roll	3
Date of previous inspection	9 January 2017

Information about this early years setting

The childminder registered in 2011. She lives in Banstead, Surrey. She operates her service Monday to Friday, from 7.30am to 6pm. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Natalie Atkins

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 setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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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