

# Childminder report

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Inspection date:

21 November 2022

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Met

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children thoroughly enjoy their time at this warm, friendly, and welcoming setting, both before and after school. Children show they feel happy and secure in the childminder's home. They respond well to her kind and encouraging approach as they play. Children make independent choices and access a good range of activities that capture their interests well.

Children's behaviour is good. They listen to instructions, share, take turns and help each other. For example, older children help their younger friends to create structures from lolly pop sticks, pegs and paper clips. The childminder challenges the children to test the strength of their creations and gives them plenty of time to have their own ideas. For example, they decide to create a bridge to balance books on top to see whose structure is the strongest. Children receive meaningful praise as they work. This helps to develop their confidence and self-esteem. Children show good levels of engagement and resilience.

Children's emotional well-being is a high priority for the childminder. She knows the children well and ensures they have plenty of opportunities to rest and relax after their busy day at school. She engages in meaningful conversations with the children, and listens to their views and opinions. This helps to encourage children to recognise and manage their emotions appropriately.

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

- Throughout the afternoon, there is the sound of cheerful chatter and laughter. Children greet visitors with curiosity and eagerly talk about their experiences, both before and after school. Children comment on how they enjoy their time with the childminder and feel safe in her company. They have support in completing homework and enjoy activities, such as exploring healthy food choices through fun craft activities. Children explain how, since the COVID-19 pandemic, they have their own individual pots of pens to draw and colour with. They proudly show the inspector their creations that the childminder displays for them.
- The childminder regularly reflects on her provision and the service she offers. She ensures that children have lots of choice, as well as opportunities to share their own ideas. She has a good understanding of the children's current likes and interests. For example, older children excitedly demonstrate how they can now solve one side of a puzzle cube. They explain that the childminder found the cube for them to practise with while at her house.
- Children are supported to lead a healthy lifestyle. Children walk to and from school with the childminder. They understand the importance of following good

hygiene routines and making healthy food choices. The childminder offers the children a varied choice of healthy snacks. Fresh fruit is readily available and children help themselves to water. Children demonstrate they understand the boundaries and routines set by the childminder. For example, they enthusiastically clear away their snack items and wash up the cutlery they use, with little prompting or fuss. All children behave well.

- Partnership working with parents is extremely successful. The childminder gets to know families well, both through her setting and when she volunteers at clubs within their community. There are good, historic, links with the local schools that support a consistent flow of information between parents, the childminder and the children's teachers. Parents are extremely complimentary of the service the childminder offers. They comment that she is flexible and approachable and how their children love spending time at her house.
- The childminder uses spontaneous opportunities to extend younger children's mathematical understanding, such as when they ask her to join them in a game of cards. Children choose which pack to play with and enthusiastically explore a range of numerals and quantities. The childminder offers them time to consider the numbers in front of them, adapts the game so the youngest can play with ease and repeats the correct quantity, so the children hear it said correctly. Young children are gaining confidence to use numbers such '5000'. They demonstrate their understanding of 'more and less than' as well as comparing the characteristics of their favourite dinosaur card.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder takes children's safety seriously. She is able to recognise if a child is at risk of abuse or neglect. The childminder knows the procedures to follow if she is worried about a child in her care. The childminder keeps her safeguarding knowledge up to date and has completed child protection training. She has a good understanding of all safeguarding issues, including radicalisation and county lines. The childminder carries out regular checks of her home and garden to help provide a safe environment for all children. As a result, the premises are secure and well organised.

## Setting details

<b>Unique reference number</b>	EY483611
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10236554
<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>	4 to 10
<b>Total number of places</b>	8
<b>Number of children on roll</b>	19
<b>Date of previous inspection</b>	30 November 2016

## Information about this early years setting

The childminder registered in 2014. She lives in Chilworth, near Guildford, Surrey. She operates Monday to Friday, term time only; 8am to 9am and 3pm to 6pm. On a Monday she finishes at 5pm. The childminder offers the occasional holiday sessions, on request. She holds a relevant qualification at level 3.

## Information about this inspection

### Inspector

Nina Lambkin

### 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 childminder and has taken that into account in her evaluation of the provision.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector spoke to children and parents and took account of their views.
- A meeting was held between the provider and the inspector. She reviewed a variety of documents, including qualifications, first-aid certificates and policies.

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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