

Childminder report

Inspection date: 13 December 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 enjoy their time with this fun and caring childminder. For example, younger children proudly show off their language skills when they pretend to answer a phone. Children are confident communicators. For instance, they babble happily to visitors. Children confidently demonstrate new skills that they have learned, such as walking and counting toy cars. Children learn new words, such as 'squishy' and 'squash', as they are encouraged to roll out and mould malleable dough.

Children enjoy nursery rhymes and singing. For example, children participate enthusiastically in learning nursery rhymes, such as 'The wheels on the bus'. They carry on swishing their arms afterwards and hold hands with their friends, smiling broadly. Younger children develop good physical skills as they learn how to hold pens and make marks. Children have some opportunities to manage some routine tasks for themselves. For instance, before eating, children know how to use soap and rub their hands together to get them clean while singing 'wash the germs away'.

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 names of colours and vehicles while the children play with the role-play garage. The childminder speaks extremely clearly and asks children precise and well-considered questions to extend their thinking skills.
- The childminder helps children to develop some independence skills. However, sometimes, she is not fully effective at recognising opportunities where she can teach children the knowledge and skills to manage routine tasks for themselves. The childminder talks to children about healthy eating and the need to drink plenty of water to help them digest their food.
- Parents are extremely happy with the care that the childminder gives to their children. They say that the childminder is 'dedicated, nurturing and professional'. The childminder offers bespoke settling-in sessions to meet the needs of all children. This helps children to settle quickly in her care. Parents say that they appreciate the daily verbal feedback about their children's day, weekly photos and the activities given to them to support children's learning at home.
- Children have good opportunities to visit places of interest in the local community and learn about different cultures, religions and beliefs. For example, children enjoy regular trips to the local park, woodlands, library and music groups. She regularly discusses 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.
- Children are motivated and are very eager to join in sharing books with the

childminder. She introduces new words through stories and reads in a way that sparks their interest. Children listen intently and join in with excitement as they recall familiar phrases and ask questions about their favourite Christmas stories. This helps all children to make very good progress in their communication and language development.

- The childminder has developed good links with the local schools and pre-schools that children 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.
- 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.
- Behaviour is generally good and children use good manners. On occasion, children become frustrated. The childminder swiftly intervenes and distracts them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure safeguarding knowledge. She understands her role and responsibilities in looking after the children in her care. She can identify and recognise some signs and symptoms that may indicate that a child is at risk of harm. She understands local procedures in place to report any potential concerns. The childminder is knowledgeable about indicators of a wide range of child protection matters, such as radicalisation. She has up-to-date paediatric first-aid training and is aware of the action to take in case of a medical emergency.

What does the setting need to do to improve?

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

- make better use of opportunities and resources to support children to manage their self-care even more independently
- strengthen knowledge and teaching skills to help children to talk about their emotions and begin to understand the impact of their behaviour on others.

Setting details

Unique reference number	EY304226
Local authority	Surrey
Inspection number	10263640
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 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	8 May 2017

Information about this early years setting

The childminder registered in 2005. She lives in Ewell, Epsom and works Monday to Friday throughout the year.

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 childminder and has taken that into account in their evaluation of the setting.
- During a learning walk, a discussion was held about how the 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.
- Parents provided written feedback during the inspection. The inspector took account of all of their views.
- The inspector viewed documents, such as suitability checks, the 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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