

# Childminder report

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Inspection date: 12 December 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>Outstanding</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

The childminder creates a warm, welcoming and caring environment. Children demonstrate they feel safe and secure as they play together with enthusiasm and share toys. For example, when playing, they share different-sized cars and pass them to their friends so they can join in too. Children have a very strong bond with the childminder. They show affection and snuggle into the childminder for emotional support and when they want her to join in their games.

Children move around extremely confidently as they make their own choices. They join in adult-led activities with excitement, such as rolling different vehicles down a long cardboard tube, listening to stories and playing musical instruments to their favourite songs. The childminder has very high expectations of behaviour. As a result, children behave exceptionally well. They listen and follow instructions and learn safe routines. They are kind and helpful to each other. For instance, when children tidy away, they help each other, give each other a clap and say 'thank you' to one another.

Children develop good physical skills as they learn how to drink from cups, turn pages of a book and dance to music. Children receive good support as they progress in their learning. This helps children to feel secure and ready for the next stage of their development.

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

- The childminder organises the environment so that activities and resources are available for children to learn across all areas of learning and development. She carefully monitors the children's choices and continually assesses the children's progress, addressing any gaps in learning by introducing appropriate support or by planning adult-led activities.
- The childminder is exceptionally good at extending children's learning through challenging their thinking skills. For example, when children encounter a problem when a car does not fit down the tube, she seeks their own views first and skilfully leads them to find a solution.
- The childminder is aware of difficulties arising from the COVID-19 pandemic on children's social, emotional and language development, and supports children and their families. For example, she introduces narrating, distraction techniques and discussion about how the children are feeling, which helps children recognise and understand their own emotions.
- The childminder uses opportunities to introduce counting and new words. For instance, she talks about the names of animals when reading stories, and introduces words such as 'maracca' when children play instruments. The childminder sensitively extends children's vocabulary by repeating words children

mispronounce, so they can hear words being correctly spoken.

- The childminder provides rich experiences for children to learn about their local community and beyond. The children benefit from regular meetings with other childminders, where they share additional activities. For example, they learn about new materials through arts and crafts and sensory trays of ice worlds and winter. She shares this with parents so that they can reinforce their children's learning and new experiences at home.
- The childminder supports children's growing independence. They are encouraged to develop self-help skills. For example, they are shown how to independently take off their shoes and coats and tidy up. Children's behaviour is excellent. However, occasionally, the childminder does things for the children, which they could do themselves. For instance, the childminder collects tissues and wipes the children's own noses for them.
- The childminder uses opportunities to extend her own knowledge through training and having discussions with other childminders, about matters such as methods to enhance the value of the progress check for two-year-old children.
- Partnerships with parents are good. Parents speak highly of the childminder's professionalism, excellent communication and regular feedback about their children's learning and well-being. They say the childminder provides a 'calm and nurturing home-from-home environment' where 'social and language skills develop well', and where their children are always excited to go.
- The childminder has made strong partnerships with other settings that children in her care attend. For example, she shares detailed information and reports about the children to provide continuity in their care and progress.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She attends regular training to keep her knowledge of child protection up to date. She is aware of the indicators of abuse and safeguarding matters, such as radicalisation and domestic violence. The childminder has clear procedures in place for recording and reporting any concerns to the appropriate professionals. The childminder understands her responsibility to report any allegations made against her or any household members. She completes daily checks inside and outside her home to make sure it is safe and suitable for children.

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

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

- strengthen opportunities for children to take part in hygiene practices to enhance their independence in self-care routines.

## Setting details

<b>Unique reference number</b>	507347
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10234573
<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 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	30 March 2017

## Information about this early years setting

The childminder registered in 2000. She lives in Fetcham, Surrey. The childminder operates her service on Monday to Friday, from 8am to 6pm, 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 provider and has taken that into account in their evaluation of the provider.
- 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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