

Childminder report

Inspection date: 16 January 2023

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 form warm relationships with the nurturing childminder. They separate happily from parents on arrival and quickly become engaged in one of the activities available. For example, they shape and roll play dough, copying the shapes of numbers on the mats. This helps to develop the small muscles in their hands, in preparation for early writing. Children begin to develop a love of reading, choosing stories from the cosy book corner. They enjoy listening to books which are read enthusiastically by the childminder. They recall the lines that they are familiar with and eagerly request the next story

The childminder understands how children learn and uses her knowledge to plan activities that extend and challenge children's learning and development. As a result, children demonstrate high levels of engagement in their play. They concentrate well and sustain focus on planned activities. For example, they use pipettes to drip water on the marks they have made on paper towels. They watch with fascination as the ink spreads and say, 'wow'. Children try hard to use the pipettes. They persevere when they find it challenging and show that they are resilient when they encounter difficulties.

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

- The childminder has a good understanding of the early years foundation stage curriculum. She uses her knowledge to plan an ambitious curriculum. The childminder competently identifies what skills and knowledge children need to learn next. She completes in depth progress checks for children aged two and shares these with parents. Children make good progress across all areas of learning.
- Children form friendships with their peers. They play cooperatively and share resources well. Children help to take care of the environment, offering to sweep the floor when they spill the rice they are playing with. The childminder acts as a good role model to children. They mirror her politeness and manners when asking for things and responding.
- The childminder is extremely committed to her ongoing professional development. She attends a wide variety of training to keep her skills and knowledge up to date. For example, she has attended training at the local primary school to learn how they teach letters and sounds when children move on to school. The childminder is passionate about the role she plays within early years education. She aims to make a difference to the children she cares for by providing them with experiences beyond those they may receive at home. For example, she takes children to the library and on bus trips.
- Children enjoy looking at pictures of their families within the environment. This helps them to feel a sense of belonging. Parents praise the childminder. They

comment on how well she shares information with them. The childminder prides herself on her partnerships with parents. She gives parents ideas for things they can do at home to further support their children's learning and development.

- Children are independent in their self-care. For example, they wipe their noses and put on their shoes. The childminder explains to children that they are washing the germs away when washing their hands. This helps children to learn the importance of good hygiene. During mealtimes, the childminder talks to children about healthy eating. She provides opportunities for children to be physically active, both within her garden and the local community. She encourages children to take safe and managed risks in their play. For example, she reminds children that the steps are slippery but allows them time to climb down them independently.
- The childminder talks to children during their play. However, at times, the childminder uses too much language when communicating with children. This means that children, particularly those who speak English as an additional language, do not have the time to absorb and understand new vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to ensuring the safety of children in her care. When on outings, she has rules in place to keep the children safe. For example, children that are walking are required to hold on to the buggy. The childminder shares the strategies she uses with parents so that children quickly become familiar with the rules. The childminder refreshes her safeguarding training regularly to keep her knowledge current. She is confident in what to look out for that may indicate a child is at risk of harm, including from female genital mutilation and radicalisation. The childminder knows the procedures to follow to share her concerns.

What does the setting need to do to improve?

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

- consistently model plain and clear language to expand children's vocabulary and further develop their communication skills.

Setting details

Unique reference number	EY464003
Local authority	Surrey
Inspection number	10228830
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 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	3 February 2017

Information about this early years setting

The childminder registered in 2013. She lives in Redhill, Surrey. The childminder has a childcare qualification at level 3. She provides care for children between 8am and 6pm, from Monday to Thursday.

Information about this inspection

Inspector
Jade Orosz

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.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector evaluated how the curriculum had been implemented and the impact that this had on children's learning.
- 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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