

Childminder report

Inspection date: 5 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and make good progress in relation to their starting points. They have developed secure bonds with the childminder. Children are eager and happy to begin their day, seeking out their friends and the childminder to share experiences with. They are highly motivated to learn.

The childminder has high expectations for children's achievements and behaviour. Children behave well. They listen to instructions from the childminder and happily carry out tasks. For example, children help to tidy up, ensuring the room is safe. Children confidently explore the resources and toys. They play happily with their chosen activity. Children relish the constant praise and attention they receive from the childminder. This shows in their high levels of confidence. For example, children excitedly engage in exploring lentils with the childminder and count scoops of pasta with the inspector.

Children enjoy learning about the world around them. The childminder skilfully uses what is around her to teach children to respect their environment. For instance, children observe how to use magnifying glasses to carefully look for insects. They regularly visit nearby woodlands and parks, where they explore, investigate and discover wildlife and nature.

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

- The childminder is experienced and knows what she wants children to learn. She uses her knowledge of children to plan their next steps in learning. The childminder plans her day in a calm and relaxed way. She takes the lead from children's interests and listens to them. The childminder uses her knowledge of their home experiences to plan learning that reflects their interests. This helps all children to make good progress.
- The childminder is clear about how she provides support for children with special educational needs and/or disabilities and children who speak English as an additional language. She has the knowledge that would enable her to contact the relevant professionals for information. The childminder is confident in how she would approach parents if she had concerns about a child's development.
- Children follow the childminder's role modelling of respectful behaviour. They demonstrate good levels of self-esteem and show positive attitudes to learning. The childminder uses praise with explanation. This helps toddlers understand her expectations and consistently reinforces their good behaviour.
- The childminder gives younger children lots of care, love and attention. However, she does not always fully consider how to organise and engage children to be more independent during self-care activities and routine times of the day. For instance, the childminder completes tasks for children that they

could do themselves. Occasionally, older children become fidgety as they wait for the childminder, as the resources are not readily available for them.

- The childminder provides many opportunities for children to develop their fine motor skills in preparation for writing. For instance, children use chalk to make marks on boards. Children enjoy jigsaw puzzles and using spoons to stir and fill empty containers, which helps to strengthen the muscles in their hands.
- The childminder builds secure relationships with parents and other professionals. This helps to ensure continuity of care and education. She offers ideas to help parents understand their children's learning and provides them with advice on weaning and meal planning. Parents say that their children are very happy with the childminder. They appreciate the regular updates they receive about what their children have been enjoying throughout the day and the progress they are making.
- The childminder knows her strengths and is keen to continuously improve her practice. She shares new ideas with other childminders and listens to parents' feedback. The childminder accesses numerous training courses and other useful information online to consistently update her skills and knowledge.
- Children demonstrate that they are developing their gross motor skills. For instance, they learn hand-eye coordination as they practise throwing, catching and kicking the football. They use parks and woodland trails to run freely and enjoy climbing, balancing and riding on the good selection of resources outdoors. Babies navigate well around obstacles as they develop their walking skills using walkers and low-level furniture. Children learn how to manage risks as they climb on and off ride-on toys.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to safeguard children. She is aware of the possible signs and symptoms that may indicate a child is at risk of harm. The childminder is alert to signs relating to radicalisation and violence towards females. She is confident in the process to follow to raise concerns regarding children's welfare to other agencies. The childminder holds a paediatric first-aid certificate to ensure the safety of the children in her care. She ensures that spaces in her home are safe by completing regular risk assessments and daily checks.

What does the setting need to do to improve?

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

- consider the organisation of resources so that children can build on their independence skills.

Setting details

Unique reference number	2579775
Local authority	Surrey
Inspection number	10250976
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 1
Total number of places	2
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Redhill, Surrey. She cares for children on Tuesdays, Wednesdays and Thursdays, between 7.30am and 5.30pm, all year, except for family holidays. She holds an appropriate level 3 childcare qualification.

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 childminder.
- The childminder and the inspector discussed care routines and how the childminder supports children's learning.
- The inspector looked at relevant documentation, including evidence of training, safeguarding and policies.
- The inspector observed the childminder interacting with children during care routines and play activities. The inspector assessed the impact of this on children's well-being and development.
- Parents shared their written views with the inspector, who took account of their comments.
- The inspector observed the resources available for children and had a tour of the premises.

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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