

# Childminder report

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Inspection date: 11 January 2023

<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>Good</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**

Children thoroughly enjoy the time they spend with the childminder. They settle securely and happily with the childminder, who takes the time to get to know them well. This helps children experience a wide range of activities tailored to their interests. Children are able to lead their own play and select activities, such as role-play resources. For instance, children develop their imagination as they play with dolls in a doll's house. The childminder joins in the conversation and seamlessly models language to develop children's vocabulary.

Children have a positive attitude and enjoy learning. They benefit from a good variety of planned learning opportunities. For example, children concentrate as they paint and explore the different colours they mix. The childminder names the colours as the children paint. This helps children to build on their existing knowledge of colours. All children make good progress in their development. They are gaining the skills they need, and more, to move on to their next stages in learning.

Children behave well. They are well mannered and listen carefully to the childminder's instructions. For instance, before moving on to new activities, the children help to tidy away the resources they have finished playing with.

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

- The childminder has a very clear understanding of the skills that she intends to teach children through her curriculum. She focuses on supporting children's language and communication development along with their personal and social skills. The childminder reflects on the activities she provides and uses assessment effectively to provide further opportunities for children. She carefully plans learning experiences to extend children's development. This helps children to build on what they already know and can do.
- Children have ample opportunities to learn about numbers through various play activities. The childminder teaches early mathematics well. For instance, the childminder encourages children to count the number of stars they have painted. She repeats the numbers as they count to develop their confidence.
- The childminder completes progress checks for children aged between two and three years. This supports her to identify children who need extra support. The childminder works in partnership with parents and raises any concerns regarding children's development. She signposts them to the relevant health services when required.
- The childminder promotes healthy eating and lifestyles. Children are taught about the importance of eating healthy foods. For example, they talk about the benefits of eating fresh fruit daily and learn about which foods are good for

them. Furthermore, the childminder works with parents to promote their understanding of a healthy diet. For instance, she shares information about healthy packed lunches. This helps to encourage children's good health.

- The childminder is highly attentive to road safety and teaches children how to keep themselves safe. For example, on walks to the nursery, children know to hold the hand reins. She teaches children to look and listen as they cross the road. Children listen to the childminder's instructions and confidently tell the childminder which side of the road they should be walking on to be away from the moving traffic. They demonstrate a good understanding of how to keep themselves safe.
- The childminder has high expectations of children's behaviour and is a good role model. For example, through her routines, she promotes positive interactions between herself, the children and their friends. As such, children are kind and thoughtful to each other and develop friendships.
- Partnership working with parents is highly effective. Parents are extremely complimentary about the childminder. They comment that she is 'warm and kind', and they feel 'very safe' leaving their children in her care. The childminder uses her daily conversations with parents to regularly share information, including her plans for their children's next steps in learning. This means parents are able to continue their children's learning at home.
- The childminder attends mandatory training, such as paediatric first aid. However, she does not consistently build on her professional development to enhance her skills in supporting children with special educational needs and/or disabilities (SEND), to help all children make the best possible progress.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of child protection issues, including wider safeguarding concerns. She can clearly identify the signs and symptoms which may indicate that a child is at risk of harm. She knows who to contact if she has concerns about a child's safety and welfare. She is fully aware of her role and responsibilities around safeguarding. She frequently attends training to update her knowledge to keep children safe and protected from harm. The childminder risk assesses outings and teaches children how to stay safe outside her home environment. This helps children understand how to keep safe.

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

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

- focus professional development more closely on strengthening knowledge and understanding of how to support children with SEND, enabling them to make the best possible progress.

## Setting details

<b>Unique reference number</b>	121057
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10264107
<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>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	23 May 2017

## Information about this early years setting

The childminder registered in 2000. She lives in Mytchett, in Camberley, Surrey. The childminder operates all year round, from 7am to 7pm, Tuesday to Thursday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Kelly Lane

### 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 inspector viewed the areas used for childminding purposes with the childminder and discussed how the early years provision and the curriculum are organised.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- An evaluation of the activities was discussed by the inspector and the childminder.
- The inspector took account of the parents' views during the inspection.

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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