

Childminder report

Inspection date: 23 January 2023

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| 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 | Inadequate |
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the childminder, settle well and build secure bonds with her. She knows their personalities, learning needs and styles. Children take great delight as the childminder extends their play and provides further resources and activities, following on from their interests. For example, they articulate excitedly when they see the jigsaw with the aeroplane and trucks. Children develop a keen interest in books. They readily access these from the display rack and carefully turn the pages. Children look at books with the childminder, who encourages their interests and uses new words, such as 'astronaut'.

Children learn to recall past events, such as places they visit with the childminder. For example, they talk about the toddler group they visit weekly. This supports children's ability to recall information. Children enjoy being physically active and showing their abilities. They run with care and show skill as they avoid bumping into other things. Children have many opportunities to explore their local community with the childminder. For example, they attend music and singing sessions. This helps children, including those born during the pandemic, to build their social skills. Children develop a good awareness of the need to adopt healthy lifestyles. For instance, they have healthy choices at mealtimes and learn about personal hygiene and care needs.

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

- The childminder provides an enabling environment to allow children to make independent choices, and then she follows and guides their play. Children readily access all areas of learning, both indoors and out in the garden. This enables them to take the lead in their play and learning experiences.
- Children build impressive towers and buildings from the differing shapes and sizes of foam. The childminder talks to them about how they can make the shapes balance on top of each other. She shows children how to place two semi-circles together to make a circle, and they count the shapes as they stack them. This helps children to be able to learn about mathematical concepts and to identify shapes such as a triangle and a diamond.
- On occasions, the childminder does not further support children's understanding of care and respect. For example, when there are toys on the floor, children walk on and through them. The childminder does not step in to talk to them about respect for the toys, or give them guidance as to the consequences.
- The childminder has a clear process for gaining information from parents about children's current levels of development. She uses an online system for parents to seek the required information about the child and holds lengthy discussions with them. This helps her to gather further information which helps her to plan for children's needs and interests from the outset.

- The childminder explained the importance of children practising new skills to ensure that they fully understand the concept. This enables them to be ready to move on to the next aspect of learning.
- Sometimes, the childminder steps in too quickly to answer her own questions that she asks of children. This means that they do not have enough time to gather their thoughts and respond. This does not always fully support children's speaking skills and allow them to share what they know.
- The childminder actively supports children learning English as an additional language effectively. For example, she uses words in children's home language and embraces their cultures and heritages through making and sharing food from their home country. This helps children to learn about the wider world and also similarities and differences.
- The childminder begins to develop good partnerships from the outset. She provides parents with written summary assessments when needed. Parents comment positively about the childminder, stating, 'Thank you so much for always going the extra mile and being so loving and caring'.
- The childminder has secure knowledge of supporting children with emerging gaps in learning and those with special educational needs and/or disabilities. She knows the importance of working in close partnership with parents and about involving other professionals to seek additional support. This enables children to make the best possible developmental progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has improved her knowledge and awareness of child protection effectively. She has completed research and sought support from other professionals to widen her understanding of aspects such as cultural practices, county lines and online safety. Her safeguarding policy holds relevant and up-to-date information about her local safeguarding partnership. The childminder risk assesses the environment effectively to reduce hazards to children. For example, she ensures that she removes potential risks in her kitchen as this is part of the open-plan playroom. Children learn about their own safety, for example through clear explanations from the childminder. She talks to them about sitting carefully at the dining table to ensure that they do not come to harm.

What does the setting need to do to improve?

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

- give children the time they need to gather their thoughts and respond verbally to questions asked of them
- further increase children's awareness of respect for toys and resources, to help their understanding.

Setting details

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| Unique reference number | EY454908 |
| Local authority | Surrey |
| Inspection number | 10254518 |
| 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 | 4 |
| Number of children on roll | 5 |
| Date of previous inspection | 7 September 2022 |

Information about this early years setting

The childminder registered in 2012. She lives in Reigate, Surrey. The childminder has a childcare qualification at level 3. She cares for children between 7.30am and 5pm, each weekday, all year round.

Information about this inspection

Inspector

Helen Penticost

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children interacted with the inspector throughout the inspection.
- The inspector took account of parents' views through written feedback.
- The inspector observed the quality of education being provided and assessed the impact of this on children's learning.

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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