

Childminder report

Inspection date: 27 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 are happy and enjoy their time in this warm and friendly environment. They have developed a strong bond with the childminder, who is caring. For instance, children climb on to the childminder's lap and snuggle in when they are tired. She gently rocks them as they drift off to sleep. They feel safe and secure in the care of the nurturing childminder.

The childminder prioritises children's language development. For instance, the childminder adapts the language she uses so that it is appropriate for each child's level of understanding. She uses new words such as 'smooth' and 'soft' to help increase children's understanding, while they look at various books. Children make good progress in their communication and language.

Children are active learners as they explore the inviting resources. For example, toddlers move their bodies as they play music on an electronic keyboard. Older children concentrate as they learn how to use tongs to pick up different items. This supports children's physical development. Children's behaviour is good. This is demonstrated as they develop early friendships with their peers.

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

- The childminder has recently reviewed her curriculum. She plans her curriculum based around the children's interests and developmental stages. The childminder gathers information from parents about their children when they start. This helps her to build on what they already know and can do. The childminder has clear ideas on she wants children to learn. For example, she focuses heavily on developing children's communication and social skills. All children make good progress in their learning.
- The childminder interacts well with the children as they play. For example, she follows the children's ideas as they play with different toy vehicles. The childminder talks with the children about the colours of the vehicles and counts how many they have. This support children's early mathematical skills. However, sometimes, during children's imaginative play, she misses opportunities to develop their ideas and extend their learning even further
- The childminder provides plenty of opportunities for children to develop their small-muscle skills. For instance, children concentrate as they use one-handed tools. Children develop good pre-writing skills in preparation for writing.
- The childminder supports children's good health. She shares information with parents about ideas for healthy lunches. Children develop good self-care skills. This prepares them well for future learning. Children know their routines well, which supports their well-being. For instance, toddlers enjoy their packed lunch, independently feeding themselves. Older children take off their slippers and

place them in the hallway.

- Children develop an understanding of their local community. For example, they regularly take children out for walks in the local community. They visit the shops and the local woodland areas. These experiences help children to meet with larger groups of children and develop confidence in social situations.
- Children behave well and learn to be polite. The childminder praises children's positive behaviour and models being polite. For example, when children are playing and she passes them a toy, she says 'thank you.' Children repeat this. This helps children to learn good manners and understand what is expected of them.
- Partnerships with parents are extremely good. They comment that they feel their children are 'well prepared' for school. Furthermore, parents say that the childminder is 'enthusiastic' and that their children 'adore her.' The childminder keeps in touch with parents through regular discussion and sharing developmental targets. Parents say that the childminder is an 'excellent communicator.' This helps parents to understand what children have been learning, so that they can continue to extend this at home.
- The childminder keeps her knowledge up to date with regular training. For example, she uses webinars to support her professional development and to improve her teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and how to keep children safe. She regularly updates her training. The childminder knows the procedures to follow if she has any concerns about a child's welfare or if an allegation is made against her or a member of her household. She is aware of the correct procedure to follow if there was an allegation made against her or a household member. The childminder ensures the environment is safe through regular risk assessments, both in her home and on outings. She talks with the children about how they can keep themselves safe, such as when they learn about road safety on the walk to school.

What does the setting need to do to improve?

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

- make the most of spontaneous learning opportunities, especially during children's self-chosen play, to help children develop their ideas and extend their learning even further.

Setting details

Unique reference number	EY477260
Local authority	Surrey
Inspection number	10264819
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 9
Total number of places	3
Number of children on roll	11
Date of previous inspection	27 June 2017

Information about this early years setting

The childminder registered in 2014. She lives in Woking, Surrey. She provides care for children on Monday to Friday, 8am to 6pm, for most of the year, except family holidays. The childminder holds a childcare qualification at level 6.

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 childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector took account of the views of parents who were spoken to on the day of inspection and read written statements from parents.
- The inspector assessed the childminder's understanding of how to keep children safe.

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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