

# Childminder report

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Inspection date: 6 February 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

The childminder skilfully supports children to cooperate and behave well. Children are happy and settled. They learn to be considerate towards others, for instance, they make room for their friends to sit next to them in the tepee. Children laugh with enjoyment when they play imaginatively in a garden playhouse.

Children develop good physical skills. For instance, they learn to swing from an old car tyre suspended from ropes and balance on logs as they paddle in the stream. The childminder and her assistant support children well to develop the skills they need for the future. They successfully develop children's interest in books. Children scream with excitement while listening to a story about a crocodile.

The childminder focuses strongly on supporting and extending children's understanding of the world. Children learn about the seasons and develop their senses, for instance, while running through fields of lavender. The childminder takes children to a friend's house to see beehives, where they learn how the honey is made. The childminder buys the honey for the children to take home and eat, to help extend this learning. Children learn about lifecycles, for instance, when they watch ducklings hatching from eggs in an incubator which they give to a wildlife centre.

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

- The childminder has improved how she plans activities. She has a good understanding of what she wants children to learn. For instance, she provides children with an excellent range of outings and experiences that support their understanding of the world. Children visit aquariums, the beach, the Tower of London, watch plays at the theatre and take part in forest school activities.
- The childminder and her assistant work well together as a team to meet children's individual needs. The childminder supports her assistant, who has a good understanding of his roles and responsibilities. He consistently joins in children's play and motivates them to learn and develop new skills. For instance, he helps them learn to use woodwork tools to make models of cars as presents for their parents.
- Generally, the childminder supports and extends children's learning well. However, on occasions, she over directs some activities. This means that children are not consistently given time to play independently and practise and build on what they have already learned so they make the best possible progress.
- The childminder and her assistant are positive role models for children. They communicate with children patiently and respectfully and explain what they want them to do and how to use the resources. They develop children's

understanding, motivate them to keep on trying and support them to behave well.

- Overall, the childminder supports children's language development effectively. She enthusiastically joins in their play, explains how to use the resources correctly and asks a range of questions to help extend their learning. However, the childminder does not consistently develop children's confidence to talk and communicate with her and others to further support and extend their good language development.
- The childminder uses knowledge gained from attending local childminding support groups to meet children's individual needs. She works with parents to make assessments of children's development, reduce gaps in their development and seek intervention from other agencies if needed.
- Since the last inspection, the childminder has completed mental health training that has developed her understanding of how support and meet children's emotional needs. She confidently helps children to separate from their parents when they arrive at her home and feel settled and secure.
- The childminder works in partnership with parents. She regularly sends parents information about learning objectives and how they can support their children at home to provide continuity. Additionally, the childminder invites parents to occasional social events in her home so they can get to know each other and feel part of what she provides for their children.
- Children develop good independence. They learn to put on their coats and shoes, blow their nose and put the tissue in the bin. During group activities, children eagerly choose resources and sing their favourite rhymes, such as row, row, row your boat.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant work together well to supervise the children and keep them safe. They risk assess all activities, including outings where they use their minibus, along with public transport, to take children to a wide variety of places. They also teach children about their own safety. During forest school activities, they make sure that children are safe when they learn to use tools and take part in activities around a fire, such as making pizza and popcorn. The childminder and her assistant have both completed child protection training. They have a good knowledge and understanding of their roles and responsibilities to safeguard children's welfare.

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

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

- review and improve the opportunities for children to play independently and

practise skills they have already developed to re-enforce their learning

- consider ways to develop children's confidence to talk and respond to questions during their play to further support their good language development.

## Setting details

<b>Unique reference number</b>	EY500411
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10275724
<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>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	10 April 2018

## Information about this early years setting

The childminder registered in 2016. She lives in Ewell in Surrey. She works Monday to Friday, from 7am to 6pm, for most of the year. The setting receives funding to provide free early education to children aged three and four years.

## Information about this inspection

### Inspector

Cathy Greenwood

### 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 and discussed the early years curriculum.
- The inspector talked to the childminder, her assistant, children and parents at appropriate times during the inspection.
- The childminder and inspector completed a joint observation together.
- The inspector observed children's activities, indoors and outdoors.

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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