

Childminder report

Inspection date: 1 February 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

All children demonstrate they are happy and enjoy time spent with the childminder and her co-childminder. Babies in particular enjoy cuddles and clearly show they feel emotionally secure. Children are confident to make independent choices about their play. They select their toys and resources from a broad range, displayed in easily accessible storage. Children engage happily in activities that provide purposeful experiences and that promote their language, communication, physical and social skills. For example, children learn actively while playing outdoors in the garden. Babies show off how they have mastered their first steps. Children demonstrate coordination and balance as they ride in sit-on cars and scooters. Young children develop their friendships as they play imaginatively together. Older children recall the time when workmen cut down the large branches from overhanging trees. They tell each other that the men were 'on a rope' high in the tree.

All children benefit from the childminder's ambitious curriculum, which spans all seven areas of learning. This curriculum is well planned overall and helps children to be curious and inquisitive learners. Children understand their daily routines very well. Their behaviour is exceptional at all times. They are keen to learn and show pride in their achievements. All children show readiness for the next stages of their learning.

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

- The childminder has clear strategies for her future improvement. For example, she is proactive in the way she undertakes training and research about different approaches to childcare to continually enhance children's learning and curiosity. The childminder understands the importance of partnerships. She works closely with others involved in children's extended care, such as speech and language therapists.
- Overall, the childminder has a clear understanding of her curriculum and what she wants children to learn. She is enthusiastic and motivates children well. Her planning helps to ensure all children are included in group activities and that children can articulate what they already know. However, at times, some ideas for this type of learning are a little advanced and lead to children becoming distracted. For instance, the childminder provides a wide range of coloured items and bowls for children to count, sort and match colours. Although younger children can name some colours confidently, the childminder uses too many items and does not ensure younger children understand the concept of matching and sorting effectively enough to build on their knowledge.
- The childminder proactively encourages children's love of books. She reads well and helps children to understand the comprehension of the story. For example,

children are very keen to tell her what they know about the classic storybook 'The Three Little Pigs'. Children explain confidently that the pigs 'build a house' and understand that there are three different types of house. Children act out how the 'big bad wolf' says 'huff' and 'puff'. After the end of the story, children take time to look at the pictures together and start to retell the story to their friends.

- The childminder fully supports the ways that children feel valued and gain independence and a sense of self-awareness. For example, the childminder encourages children to take responsibility, such as when filling the water bottles for their friends. Mealtimes are incredibly sociable, and children are given time to speak and explain what they have enjoyed doing so far that day. The childminder conducts personal care routines, such as nappy changes, in a sensitive way. Younger children and babies sleep according to their needs and wake refreshed and happy.
- Children show a positive attitude to their play and learning. They have warm relationships with each other. Children clearly feel safe and secure and take pride in their achievements from an early age. For example, babies show they are confident and ready to explore their environments. Young children persevere as they peel their fruits at lunchtime. Children are keen to demonstrate they know the words and actions to popular rhymes.
- Partnerships with parents are positive. The childminder regularly shares information with parents about children's learning. She encourages parents to do similar things with their children when they are away from the setting. This helps the childminder to have an in-depth understanding of children's interests.
- Parents are positive in their feedback about the childminder and her co-childminder. Parents state that their children's language is promoted well and that their children are offered a welcoming environment to learn.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a very good knowledge and understanding of all aspects of safeguarding. She knows the importance of working with outside agencies and updates her training and knowledge of safeguarding legislation on a regular basis. The childminder knows the procedure to follow should an allegation be made about her or her co-childminder. She adheres to strict policies in regard to the use of phones, the taking of photos and the use of social media.

What does the setting need to do to improve?

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

- adapt planning for group activities to be even more precise about what children need to learn relevant to their age and stage.

Setting details

Unique reference number	EY254042
Local authority	Surrey
Inspection number	10263482
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 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	3 May 2017

Information about this early years setting

The childminder registered in 2003. She lives in Ash Vale, Aldershot and works with her husband, who is her co-childminder. The childminder works Monday to Friday, from 6.30am to 6.30pm, for most weeks of the year. The childminder receives funding for the provision of free early years education for children aged three. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector
Aileen Finan

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 this into account in their evaluation of the provider.
- A learning walk was completed. The childminder explained how she plans her curriculum and assesses children's knowledge and learning. Discussions took place about how the childminder works in partnership with parents.
- The inspector observed the childminder interacting with children indoors and outdoors.
- The childminder joined the inspector to complete a joint observation on her co-childminder. They discussed how the childminder evaluates practice and the quality of children's learning.
- The inspector sampled relevant documentation, which included written feedback from parents.

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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