

# Childminder report

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Inspection date: 1 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**

All children benefit from the childminder's well-planned curriculum, which spans all seven areas of learning. His curriculum focuses on children's independence, language and communication, and supports their imaginations and curiosity. Children of all ages play together contentedly. They are confident to make choices about their play. Children are extremely well behaved and show respect for each other at all times. For example, they understand the childminder's expectations to share, take turns and help each other. Children are provided with opportunities to be inquisitive, and they have a positive attitude during their play. All children show readiness for their next stages of learning.

Children enjoy their time with the childminder and his co-childminder, who are both excellent role models to children. All children demonstrate clearly that they feel happy, safe and emotionally secure in the childminder's care. They have very warm bonds with him. For example, during play activities, children snuggle up with the childminder to look at books. Young children and babies show that they are developing an interest in language and stories. They benefit from the childminder's purposeful interactions as they talk about the illustrations. They learn how to treat the books respectfully and, with the childminder's help, carefully turn the pages.

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

- The childminder is keen to continually improve his practice and the learning outcomes for children. For example, he has completed a range of research about different approaches for children's learning as well as a childcare degree. He places importance on evaluating practice and observations of children with his co-childminder to help to ensure that all children reach their potential. The childminder has effective partnerships with parents, others who share the care of children, and professionals involved with children, such as speech and language therapists.
- Overall, the childminder understands his intent for children's learning and implements his curriculum well. This curriculum effectively includes adult-led learning, children's freely chosen play, and a range of interesting outings. The childminder is enthusiastic and engages children well. It is very evident that the childminder has high expectations for children's achievements. However, occasionally, the childminder plans learning ideas that are perhaps too advanced and do not build on the knowledge that children have gained so far. For example, during an activity about number recognition, the childminder provided printed number cards for numbers up to 10, with the intention that children sort these into number sequence. Although some of the older and most-able children could recognise some numbers, they struggled with the sequencing, which led to children becoming distracted.

- The childminder encourages children to take an active part in their learning and the ways they learn new language and concepts. For example, during a sorting activity with a range of different-coloured items, he helps children to start to recall some colours. He demonstrates how to use one-handed tools, such as tweezers, to pick the items out and explains how children need to 'squeeze' the tool.
- Children listen attentively and are keen to join in during singing activities. They show that they know a range of vocabulary and can recall popular rhymes. Children are confident to join in individually and with their friends. For example, they are excited as they demonstrate the actions for 'Wind the bobbin up'. They choose a partner, or the childminder himself, when singing 'Row, row, row the boat' and call out with enjoyment 'scream' as they anticipate the ending of the verse.
- Children have very warm bonds with the childminder. They enjoy the time that they spend with him. The childminder uses effective care practices to support the ways that children develop their character and independence. For example, he is supportive of children's self-care routines and encouraging of how babies develop their physical abilities. Mealtimes are sociable occasions. The childminder talks warmly with children about what they have enjoyed throughout the morning.
- The childminder helps children to be respectful to each other and their resources. For instance, children show a good understanding of their daily routines. Children use polite language and very good table manners. They are keen to help tidy up their toys. They have lots of fun outdoors sweeping up fallen leaves with child-sized brooms.
- Parents are positive about the care that their children receive. They state that communication is effective and that children are engaged and excited to take part in their activities.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good knowledge of how to protect the children in his care. He regularly reviews his policies and procedures in line with legislation and guidance from the local authority. The childminder is secure in his understanding of the procedures to follow should he have a concern about a child. For example, he knows what to do if a child makes a disclosure to him. The childminder adheres to policies relating to the use of phones, cameras and electronic equipment. He understands what to do if an allegation is made against him or his co-childminder.

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

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

- refine the planning for group activities to help individual children gain even more from their learning experiences based on what they already know.

## Setting details

<b>Unique reference number</b>	EY310453
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10263485
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	3 May 2017

## Information about this early years setting

The childminder registered in 2005. He lives in Ash Vale, Aldershot, and works with his wife, who is his co-childminder. He holds a relevant childcare qualification at level 5. The childminder works Monday to Friday, 6.30am to 6.30pm, for most weeks of the year. The childminder receives funding for the provision of free early education for children aged three years.

## 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 childminder and has taken that into account in her evaluation of the setting.
- The childminder and the inspector completed a joint observation of the childminder's co-childminder. The childminder explained how he evaluates practice and updates his skills and knowledge.
- A learning walk was completed. The childminder discussed how he implements his curriculum and how he works in partnership with parents.
- The inspector observed the childminder interacting with children indoors and outdoors.
- The inspector sampled relevant documentation, including 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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