

Childminder report

Inspection date: 31 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 | 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 spent with the nurturing childminder. They explore the well-organised environment with ease. This promotes children's self-esteem and well-being. Children have plenty of opportunities to develop their large- and small-muscle groups. For instance, babies who are learning to walk cruise around the furniture confidently. Furthermore, they develop their hand muscles as they remove parts of the peg puzzles. This strengthens their finger muscles in preparation for later writing. Children make good progress in their development and are prepared for their next stage of education.

The childminder skilfully follows the children's play interests. This helps them feel settled and secure. For example, babies smile and giggle as they pretend to take photos of each other with the toy camera. They delight when the childminder sings familiar songs such as 'Old Macdonald had a farm', as they play with the farm animals. This helps children to learn the sounds that the animals make, which supports their early communication. The childminder has high expectations of children. She teaches young children simple manners such as 'please' and 'thank you'. Children are calm and behave well. They have developed a strong relationship with the childminder.

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

- The childminder has a good understanding of the early years foundation stage. She plans a broad curriculum based on the children's individual interests. The childminder makes the most of opportunities to focus on children's physical development. She utilises her environment very well. For instance, to encourage children to stand, she places inviting resources on top of low furniture as well as the floor. This helps them develop balance and coordination. However, occasionally, the childminder does not focus learning opportunities on what she wants children to learn next, and children become overwhelmed by the large number of resources on offer.
- The childminder helps children to learn about cause and effect. For example, children enjoy using interactive toys as the childminder demonstrates how to use them effectively. Babies copy the childminder pressing buttons. This supports their emerging understanding of technology. Furthermore, the childminder uses these opportunities to introduce simple language such as 'push' and 'press'. This supports young children's language development.
- The childminder supports children's good health. She works in partnership with parents to support children's stages of weaning. Through daily routines, the childminder naturally teaches young children good hygiene. For example, she talks to them as she gently wipes their hands before they eat snack. This helps children to become familiar with routines before they eat and begin to

understand the importance of health practices.

- Children's early literacy skills are well supported. The childminder fosters children's love of reading and sharing favourite stories. She reads to children, using animated voices for characters, as she brings stories to life. Children thoroughly enjoy sharing books. They snuggle in with the childminder as they learn to turn the pages. The childminder links the stories to experiences, such as visiting the farm. This helps children to further consolidate their learning.
- Children behave very well and develop good levels of confidence. The childminder is skilful at supporting children's personal, social and emotional skills. She is kind and calming in her approach. This helps babies to develop a positive attitude. The childminder regularly takes children to local playgroups. This helps children to develop their confidence in social situations.
- Parents are very happy with the care and education that the childminder provides. For instance, they comment that their children have settled in 'very well'. The childminder regularly shares information about the various activities that their children take part in. This helps parents to continue these at home, providing a consistent approach for children's development.
- The childminder ensures that mandatory training, such as paediatric first aid, is up to date. However, the programme of training for the childminder does not yet focus on developing further the knowledge and skills needed to raise teaching to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has updated her safeguarding knowledge. She is aware of safeguarding issues and ensures that all her policies are updated to reflect these. This helps her to keep children safe from harm. The childminder knows the possible signs and symptoms of child abuse and fully understands how to report child protection concerns. She implements policies and procedures to keep children and her home safe. The childminder carries out daily safety checks to help reduce hazards and minimise accidents. This helps her to promote children's safety and welfare to a high level.

What does the setting need to do to improve?

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

- review the implementation of some activities for younger children to precisely target their next steps in learning
- make full use of professional development opportunities focusing on how younger children learn, to continually raise the already good quality of teaching to the highest level.

Setting details

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| Unique reference number | EY376562 |
| Local authority | Surrey |
| Inspection number | 10228470 |
| 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 2 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Date of previous inspection | 27 February 2017 |

Information about this early years setting

The childminder registered in 2008 and lives in Ash, Hampshire. She operates from 8am to 5pm, Tuesday to Thursday, for most of the year. The childminder offers funded early education for children aged two, three and four years.

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 childminder and has taken that into account in her evaluation of the setting.
- The inspector carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector took account of the views of parents through written feedback provided.
- The inspector asked the childminder questions to establish her understanding of how she safeguards the children in their care.

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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