

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children develop a good awareness of mathematical concepts and use language in their conversations with the childminder. They explain that the flowers they make are taller or smaller, and can identify the differing colours of the petals. Children learn to sort objects by colour. Through trial and error, they explore how things work and also about size. For instance children see which cars and trucks will fit on the track, and the childminder encourages them to look at the sizes of the cars and to predict if they will fit.

Children learn to take turns and play together. They play games with the childminder, understanding and explaining whose turn it is to place their counter in the frame. Children enjoy taking the lead in the play experiences. For example, they instigate a game of hide and seek and instruct others in their role. They tell the childminder how many to count to, while they hide the toy and then explore where things are hidden. Children receive well-deserved praise and encouragement from the childminder as they play and learn. She verbally celebrates achievements and children take delight as they do a 'high five' with the childminder. Children learn to care for living things, including the family dog. They understand to be gentle when stroking and sitting with the dog, and receive clear instructions about being gentle and kind.

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

- The childminder has made clear improvements since the last inspection. She has completed training and research to secure her knowledge and develop her practice. For example, she understands her responsibilities to maintain adult-to-child ratios and has improved her awareness of safeguarding practices.
- The childminder successfully supports children's next steps in learning. She weaves these effectively into their chosen play, following their interests. The childminder fully understands that learning has a sequence and that children need to have fully grasped a concept before moving them on.
- Children develop good communication and language skills. They can identify and talk about the differing animals and dinosaurs, stating that the 'Triceratops has lost his mummy'. With support and encouragement from the childminder, they locate the missing dinosaur. Children sort these into groups and the childminder introduces new words such as 'stampede'.
- Children learn about different animals, which supports their knowledge of the wider world. However, the childminder does not always explore and plan differing ways to secure children's awareness of similarities and differences. This does not further strengthen their awareness of being respectful and tolerant.
- The childminder understands her role and responsibilities when caring for children with special educational needs and/or disabilities. She has a good

knowledge of the importance of working in partnership with other professionals in support of children's individual needs.

- Children learn about the consequences of their actions, through effective support from the childminder. She gives them choices, reinforces rules for their safety and gives gentle reminders. This enables children to understand what may happen if they continue, such as possibly hurting themselves
- The childminder occasionally uses the incorrect pronunciation for items and objects. Children then copy these words. This does not further encourage children's speaking skills and understanding of the correct pronunciation.
- The childminder organises her environment to enable children to self-select resources from the storage systems. Children know where the toys and games are and readily help themselves. This means that children can follow their interests and create their own play opportunities.
- The childminder actively promotes good partnerships with parents. She provides parents with daily feedback and also seeks their views on activities and outings. The childminder ensures that she completes the required progress check for children between the ages of two and three years. This enables parents to share information about children's levels of development with health professionals.
- Children join in with songs, showing that these are familiar to them. They carry on the song when the childminder stops singing. Children learn simple subtraction from singing rhymes such as 'five little ducks'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder risk assesses her home and outings effectively, including visits to the stables. She visually assesses hazards throughout the day, ensuring that children play and explore in safe surroundings. The childminder has a secure knowledge and understanding of her role and responsibilities in safeguarding children. She has a clear awareness of when there may be a child protection concern about a child or family member. She knows the professional to contact to make a referral to ensure all involved in the child's care are working together. Children learn about their own safety and that of others during activities. For example, they understand that they must put away the counters from their game, as the younger ones could place them in their mouths.

What does the setting need to do to improve?

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

- provide children with the correct pronunciation of words to help further enhance children speaking skills
- support children to develop a secure knowledge of similarities and differences, to further increase their understanding of tolerance and respect.

Setting details

Unique reference number	EY450365
Local authority	Surrey
Inspection number	10259094
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	2 to 10
Total number of places	5
Number of children on roll	3
Date of previous inspection	28 September 2022

Information about this early years setting

The childminder registered in 2012 and lives in Dorking, Surrey. She operates Monday to Thursday, from 7.15am until 5.30pm, all year round. The childminder sometimes works with an assistant.

Information about this inspection

Inspector

Helen Penticost

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 their evaluation of the setting.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children interacted with the inspector throughout the inspection.
- The inspector observed the quality of education being provided and assessed the impact of this in children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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