

# Childminder report

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Inspection date: 22 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**

Children are happy and settled in the childminder's nurturing and welcoming home. They demonstrate they feel safe and secure as they explore the variety of resources on offer. Children have strong attachments with the childminder. For example, they spontaneously ask for cuddles and call the childminder 'grandma'. The childminder has high expectations for children's behaviour. Children thank each other for passing them resources that are out of their reach. The childminder models good manners and gives children lots of praise and encouragement for their efforts.

Children have access to an engaging curriculum that is built around their interests and preferences. Children are self-motivated and active learners. For instance, they show good concentration skills as they decorate a picture of a hedgehog using various materials. Children laugh as they stick googly eyes on their picture and carefully select leaves to stick underneath the hedgehog. They show an awareness of the world around them as they discuss how hedgehogs 'hibernate and are spiky'.

Children demonstrate a love for puzzles. They are familiar with several puzzles and show good determination skills as they carefully place the pieces into the right places. Children enjoy receiving praise for their efforts as they complete a puzzle and quickly move on to another. This helps to develop children's fine motor skills.

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

- The childminder creates a varied curriculum for children based on what children already know and can do. She uses information gained from parents to plan targeted activities to support children's development. The childminder places a high emphasis on promoting children's personal, social and emotional development. This helps children to settle quickly and feel emotionally secure. The childminder wants children to learn to be independent and further develop their social skills in preparation for the next stage in their learning.
- Children independently choose what they want to play with. They happily share the interesting and wide range of resources with their friends. Older children involve younger children in their play and are positive role models. For example, they sing songs together and laugh as the childminder encourages them to follow along with the actions to the song.
- The childminder promotes healthy lifestyles in her setting. Children have daily access to fresh air and exercise in the outdoor environment. The childminder organises trips out to places in the environment, such as the forest and nature trails. Children enjoy exploring the environment and discussing what they can see around them.
- The childminder promotes children's communication and language skills

effectively. For example, she pauses to allow children time to think and respond. The childminder repeats words back and checks that children understand their meaning. However, she does not fully consider the effects that background noise have on children's listening and understanding of words.

- Partnerships with parents are good. Parents are happy with the care the childminder provides. They comment that their children have 'grown into lovely little characters'. The childminder shares children's key achievements and development with parents and gives ideas for home learning. This helps to provide a consistent approach.
- The childminder is passionate about improving her professional development and evaluating her own practice. For example, she is able to reflect on how well children learn during an activity and what she can do to improve her practice further. The childminder has also made changes to the outdoor area so that it is suitable for children to play in all year round. This supports children who prefer to learn outdoors. She also ensures that she keeps her required training updated, such as paediatric first aid and safeguarding.
- The childminder incorporates numbers and mathematical language into daily routines and play. Children illustrate this as they share out dominoes with the childminder, saying, 'one for you, one for me,' and displaying respectful behaviour. The childminder supports children to count how many spots are on the dominoes. Children then show good concentration skills as they successfully match the corresponding dominoes. Children cheer as they get it right, and the childminder praises them. This helps to build children's self-esteem.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to keep children safe. This includes various safeguarding issues, such as county lines and preventing children from being exposed to radicalisation. The childminder is confident in the action to take should she have concerns about children. She has a secure understanding of who to contact should she need to make a safeguarding referral. The childminder is very mindful about children's safety and welfare. She has clear risk assessments in place to ensure that children can play in a safe and secure environment. This has a positive impact on children's safety and well-being.

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

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

- consider the impact of background noise, such as music, on children's developing communication and attention skills.

## Setting details

<b>Unique reference number</b>	EY449519
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10262953
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	2
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	11 April 2017

## Information about this early years setting

The childminder registered in 2012 and lives in Guildford, Surrey. She operates on Tuesday and Wednesday, from 9am to 5pm, all year round. The childminder receives early years funding for children aged two, three and four years.

## Information about this inspection

### Inspector

Clare Leake

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic begun. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how she ensures they remain safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The childminder and the inspector carried out a joint observation.
- The childminder showed the inspector key documentation.
- Parents shared their views of the setting with the inspector via written testimonials.

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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