

Childminder report

Inspection date: 28 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

Children clearly demonstrate that they feel happy and safe in the childminder's care. For example, children quickly settle into the morning routine and engage in their learning. Younger children seek comfort from the childminder when they need reassurance. The childminder is very caring and affectionate towards them. These close relationships have a positive impact on children's personal, social and emotional development.

Children make continued progress from when they start to attend the setting. Children who speak English as an additional language are well supported. For example, they understand the childminder when she speaks to them in French and respond fluently to her. Children have excellent opportunities to develop their language skills. This ensures that they make good progress across the seven areas of learning and development.

Children have positive attitudes to their learning and behaviour. For instance, during free play, they cooperate and share resources with each other. Children respond positively to their friends when they are asked if they can share their magnet tiles. They are well supported and given gentle reminders about why behaviour rules are in place. Children learn to manage their feelings and behaviour well.

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

- The childminder knows the children well. She builds an effective curriculum that generally meets their needs and reflects their current interests. For example, most children engage well and concentrate as they explore making marks, using cotton buds. Their knowledge is extended well as the childminder introduces new language and makes links to familiar letters from their names. Children are confident and eager to share their ideas and are more than ready for their next stage of learning. However, younger children are not always provided with opportunities to explore the environment independently. As a result, some resources are not accessible to enable them to explore freely.
- Children display consistently good manners. They are polite and courteous towards each other and the childminder. For instance, during mealtimes, the children can be heard saying 'please' and 'thank you' when the childminder gives them their food. They sit together sensibly and enjoy their meals as they talk about what they are going to do next. They let the childminder know when they have finished eating before leaving the table. The childminder has high expectations for children's behaviour and conduct, which is reflected well in their interactions throughout their time with her.
- The childminder has created an environment that values and promotes equality

and diversity. For example, children engage with a diverse range of toy figures that are reflective of many different cultures and disabilities. They confidently talk about people who may use a walking frame. The childminder successfully teaches children, in an age-appropriate way, to reflect on their differences and understand what makes them unique. Children develop a good understanding and appreciation of diversity and are well prepared for life in modern Britain.

- The childminder is passionate about her work with the children and families who use her service. She shows continued commitment to improving her service. For instance, the childminder works in collaboration with other childminders. This enables her to extend the opportunities that she offers to children outside of her home.
- Partnerships with parents are good. The childminder regularly sends out questionnaires to parents and children. She values their feedback and uses this to inform her future practice and training needs. Parents share consistently positive views about the service the childminder provides. As a result, parents are happy with the progress that their children are making.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her duty to protect children in her care from harm. She can confidently identify different types of abuse that may impact children in her care, including domestic violence and radicalisation. The childminder has a good working knowledge of the referral routes that she must take if she is ever concerned about the welfare of a child or family. She regularly updates her child protection training to keep her safeguarding knowledge current. The childminder's home is safe and secure.

What does the setting need to do to improve?

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

- increase the opportunities for younger children to be able to freely explore the environment to support their growing independence.

Setting details

Unique reference number	EY276430
Local authority	Surrey
Inspection number	10264629
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 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	21 June 2017

Information about this early years setting

The childminder registered in 2004 and lives in Redhill, Surrey. She operates for most of the year from 7.30am to 6pm, Monday to Thursday.

Information about this inspection

Inspector

Nicky Webb

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 inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.
- Children spoke with the inspector during the inspection.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.

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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