

Childminder report

Inspection date: 8 March 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 are happy, secure and settled in the care of the childminder. They demonstrate that they feel safe as they explore her home and the resources on offer. The childminder is enthusiastic and passionate about her role in caring for children. She knows children's individual personalities very well and ensures that the activities on offer are planned with their interests in mind. This helps to motivate and engage children effectively in their play and learning.

Children make good progress in their learning and development. The childminder has a clear vision of what she wants children to learn. She has implemented stimulating teaching methods that cover a broad range of learning goals. For example, the childminder teaches children about the metamorphosis of frogs. Children show high levels of engagement as the childminder shows them the eggs and tadpoles in the tanks. She explains each life cycle, from frogspawn to frog. The childminder introduces new words, such as 'froglet', and uses books and props to solidify their understanding to a greater extent. She skilfully weaves mathematical learning into the activity and asks children to guess the number of tadpoles they can see in the book. This supports children's developing language skills, early mathematics and understanding of the natural world successfully.

The childminder has high expectations of children's behaviour. This helps them to behave well and learn to treat others with kindness and respect. For example, older children include younger children in their activities, and everyone plays harmoniously together.

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

- The childminder has a clear understanding that children need fresh air and regular physical exercise to support their developing muscles and their overall well-being. Children benefit from trips to local playgrounds and play in the childminder's garden, where they learn to plant fruit and vegetables. This supports children's learning and engages them in understanding how to nourish their growing bodies.
- The childminder has meaningful conversations with the children. This enhances children's emerging language skills well. For example, during snack time, the childminder asks children which fruit they enjoy eating. The childminder explains to children that the stone of the nectarine is the seed and asks children which other seeded fruit they can name. Children learn new meanings of words and further develop their knowledge of the natural world.
- Children benefit from lots of praise and encouragement from the childminder, such as when drawing and colouring pictures. This helps them to have pride in their own achievement and supports their growing self-confidence.

- The childminder takes the children on a variety of outings within the local community. For instance, children benefit from regular visits to the library, playgroups and to a local retirement home. Children see new places and meet new people. This helps them to make meaningful connections with others and promotes their personal development effectively.
- The childminder knows the children in her care very well and ensures that the activities on offer are enjoyable and educational. For instance, children test their creative ideas with magnetic shapes and building blocks. They show good levels of concentration and perseverance. This helps children in preparation for their move to school.
- The childminder offers an inclusive environment in her setting. For instance, she teaches children to count in their home language. This creates an enriching learning environment for all children. As a result, children thrive, feel welcome and have a real sense of belonging.
- The childminder evaluates her setting regularly. For example, she frequently completes professional development courses, such as sequencing learning and speech and language, to enhance her own knowledge. This helps her to consistently support the children in her care.
- Overall, the childminder follows good hygiene routines. However, at times, she does not make the most of these learning opportunities to teach children about their own personal self-care routines. This does not consistently promote their personal development effectively.
- Parents speak highly of the childminder and the care the children receive. They are pleased with the progress their children make. Parents comment that they are kept informed about their children's day-to-day activities and routines. The childminder works collaboratively with parents to support their children's development and home learning. For example, she works with parents to support children who speak English as an additional language.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust safeguarding and child protection knowledge. She confidently understands her responsibilities to help keep children safe. The childminder undertakes regular training to help keep her good safeguarding knowledge up to date. Her understanding of signs and symptoms of abuse is strong. The childminder knows the procedures to follow if an allegation is made against her or a household member. The childminder ensures that she is aware of the work of the local safeguarding children partnerships. There are clear and concise procedures for the childminder to follow if she has concerns about children's welfare. The childminder risk assesses her home daily and practises regular fire drills with the children.

What does the setting need to do to improve?

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

- strengthen children's hygiene routines and self-care skills further.

Setting details

Unique reference number	132068
Local authority	Surrey
Inspection number	10276224
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	6 July 2017

Information about this early years setting

The childminder registered in 1993. She lives in East Molesey, Surrey. She provides childcare throughout the year, and this includes overnight care. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Katharina Hill

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 provider and has taken that into account in their evaluation of the provider.
- The inspector observed the implementation of the curriculum during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder and they discussed their findings.
- The inspector spoke to children and observed their activities.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training and registers.
- The inspector considered the written and verbal views of parents provided on the day of the inspection.

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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