

Childminder report

Inspection date: 14 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 at this childminder's homely setting. They separate from their parents with ease as they enter her house. Children form warm relationships with the childminder. They demonstrate that they feel safe and secure by snuggling in for cuddles when they need any reassurance. This supports children's emotional well-being.

Children develop a real love for books. They have their favourite stories and are currently enjoying 'The Gruffalo's Child'. Children confidently retell the story to the childminder, reciting the repeated phrases correctly. This shows that they can anticipate the story by recalling the information they have learned. Furthermore, young children start to understand the different emotions that the animals in the story experience, such as being 'scared'. They pretend to pull a 'scared' face as they share the story. This helps to develop children's early literacy skills and emotional literacy.

Children's behaviour is very good. The childminder teaches children the importance of being kind and caring. This is reflected as children frequently share resources with each other. The childminder reinforces manners with the children gently reminding them to say 'please' and 'thank you'. Children respond to her well and follow her positive role attitude.

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

- The childminder has a clear intention of what is it is she wants children to learn before they leave her care. She plans her curriculum to ensure that children develop the skills to be independent in their self-care from the start. For instance, children confidently come into the childminder's home and take their wellington boots off, while young children learn to take their jumpers off when they get hot. These skills prepare them well for their future learning.
- Children enjoy creative activities. The childminder provides various pens and paper for the children to choose from. Children decide to draw the childminder. The childminder talks to the children about the different features they will need to draw on a face, such as the nose and mouth. Children develop the small muscles in their hands to prepare them for later writing.
- The childminder skilfully helps children to develop their mathematical skills within planned activities. Children use digital scales when they measure out the flour and butter quantities. They match the weight of the 200 grams on the scales. Children tell the childminder when they have the right amount. However, some younger children do not benefit from this planned activity. This is because the childminder focuses too much on the needs of the older children.
- The childminder works in partnership with parents to support children's dietary

needs. Through daily routines, the childminder naturally teaches young children good hygiene. For example, she talks to them as they wash 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 communication and language development is very well supported. The childminder is sensitive to the children's speech development and clearly repeats back words and phrases throughout their play. Furthermore, she embeds children's love of reading within her daily practice. This helps broaden the range of words that children hear.
- The childminder is a positive role model. She is kind and calming in her approach. For example, as children share resources she reminds them to be polite to each other. This supports children to understand what is expected of them. Children are respectful to each other and develop good friendships.
- Parents say that their children are making remarkable progress in their development. The childminder regularly shares information about the various activities that their children take part in. For example, parents comment how their children have developed a passion for the library and now regularly visit with their grandparents.
- The childminder makes sure she keeps her training and knowledge up to date. For example, she has recently accessed training around planning her environment and has introduced more natural resources to ignite children's interests even further.

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 with the children 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:

- develop teaching strategies to further engage younger children during planned activities.

Setting details

Unique reference number	EY473110
Local authority	Surrey
Inspection number	10280530
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	23 August 2017

Information about this early years setting

The childminder registered in 2013 and lives in Epsom, Surrey. She cares for children Monday to Friday, from 7.30am to 6pm, all year round. 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 verbal and 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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