

Childminder report

Inspection date: 16 March 2023

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| 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 have a wonderful time in the care of the kind and gentle childminder. They demonstrate that they have a secure and warm bond with her as they snuggle up to her during story time. This helps children develop a love of books and stories from a young age.

The childminder listens and responds in a soothing voice to young children's babbles. She attentively engages with them as they learn to communicate with her. Children relish in the praise and encouragement they that they continually receive from her, which recognise their efforts and achievements.

Children benefit from the childminder's strong aspirations to develop their early communication and language skills. For example, children recognise their favourite song as the childminder sings 'Incy wincy spider' to them. Their faces light up when she uses props, such as big and small spiders to animate the song. Children copy simple words and begin to understand their meaning.

The childminder has established good routines and children learn to understand the sequence of the childminder's practice. For example, even the youngest children are starting to wash and dry their hands independently before mealtimes. This promotes their early independence skills well and makes children feel safe and secure in her care.

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

- The childminder fully understands how to support children in developing their fine motor skills and eye-to-hand coordination. She plans activities for them to help them problem solve and persevere with tasks, such as completing puzzles. Children show good levels of concentration as they master these tasks. This promotes children's critical thinking and supports their small-muscle development well.
- The childminder knows the children in her care very well. She plans activities to meet their individual needs and interests. Children show high levels of enjoyment in the activities on offer. For example, children are highly engaged as they fill and empty containers and splash in the water with their hands. They are beginning to understand cause and effect, appropriate for their age and stage of development. However, at times, the childminder does not weave mathematical vocabulary and concepts into their play. Therefore, children's mathematical development is not consistently extended.
- The childminder provides nutritious meals and snacks that the children enjoy. Mealtimes are engaging and children interact positively with her. For example, they point to the fruit they are eating such as strawberry, and she repeatedly

names it. These vital interactions enhance children's vocabulary further. Additionally, the childminder promotes children's independence to a greater extent as they start to feed themselves independently.

- The childminder takes children on a variety of outings to help them learn about their local community and to be physically active. They visit parks and playgrounds, attend social groups and go to the local library. Children see different places and meet children of similar ages. This helps them learn to socialise with others and gain a good understanding of the world they are growing in.
- The childminder provides fun and age-appropriate opportunities in her setting to help children learn about different festivals and traditions. For example, children make Mother's Day cards and enjoy Easter egg hunts. She incorporates naming different coloured-eggs and animal names into the activity, such as 'bunnies' and 'ducklings'. This supports children's understanding of traditions within society.
- The childminder communicates well with parents. She ensures parents feel reassured when their children are in her care. Prior to children starting she finds out about their routines, likes and dislikes and any medical and dietary requirements. Parents appreciate the information the childminder shares with them about their child's development and daily routines. In addition, she works in collaboration with them to support their child's learning at home, such as with their physical development.
- The childminder regularly evaluates her own practice. She completes ongoing professional development courses to support the children in her care. For example, she has recently completed a speech and language course to support young children with their early language development.

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 mandatory training to help keep her safeguarding knowledge up to date. The childminder ensures that she is fully 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 has a secure knowledge of the procedures to follow should an allegation be made against herself or any adult living in her home.

What does the setting need to do to improve?

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

- strengthen the implementation of mathematical language during activities and routines, to extend children's learning further.

Setting details

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| Unique reference number | EY479895 |
| Local authority | Surrey |
| Inspection number | 10264599 |
| 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 6 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Date of previous inspection | 20 June 2017 |

Information about this early years setting

The childminder registered in 2015 and lives in Epsom. She cares for children Monday to Friday, from 8am to 6pm, throughout most of the year.

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 setting.
- 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 childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training and registers.
- The inspector spoke to children and observed their activities.
- The inspector considered the written 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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